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ABSTRACT

This document describes a 36-hour, 6-day workshop which focuses on gender role conflict of adult men and women and which was designed to help participants analyze their gender role socialization and gender role conflict. Section I enumerates the overall assumptions of the workshop, including perspectives about gender roles, gender role conflict, and gender role transitions. Section II gives more specific perspectives on the workshop by describing the gender role journey and continuum. Section III presents a description of the workshop and its goals, topics, and readings. The teaching-learning approaches of the workshop are described in section IV. Section V details the setting, number of meetings, and desired atmosphere. Participants, leaders, and pre-workshop needs assessments are described in section VI. Section VII describes workshop topics, the resource manual, themes, and activities. Section VIII presents evaluation data collected at the end of the workshop and at one- and three-month intervals after the workshop. The entire workshop experience is summarized in section IX and recommendations are made for future workshops. Much of the actual content, materials, and evaluation data are contained in the seven appendices comprising more than two-thirds of the document. References and data tables are included. (NB)

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A SIX-DAY WORKSHOP ON GENDER ROLE CONFLICT AND STRAIN: HELPING ADULT MEN AND WOMEN TAKE THE GENDER ROLE JOURNEY

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RUNNING HEAD: A Six Day Workshop on Gender Role Conflict

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ABSTRACT

A six day workshop is described focused on gender role conflict of adult men and women. Numerous assumptions are made about the gender role journey and adult's gender role conflict and socialization. A 36 hour workshop is described in detail including the workshop's goals, topics, group dynamics, activities and evaluation procedures. The workshop's content and resources used are found in attached appendices (A-G). Need assessment data and one and three month follow-up evaluations are reported for participants in two separate workshops (N = 52). The results of these evaluations indicate that the workshop had a significant effect on the participants. Implications and recommendations for future workshops are made.

A Six Day Workshop on Gender Role Conflict and Strain: Helping Adult Men and Women to take the Gender Role Journey

Alliances between male and female professionals to reduce personal and institutional sexism have not been realized in the early 1980's. Birk (1981) closed the special issue of Personnel and Guidance Journal, "Counseling Males" (Scher, 1981) calling for alliance between male and female feminists. She asserted that:

> "If those of us who by occupation are committed to the service of understanding, and conflict resolution, are unwilling to examine such issues in the spirit of alliance, who will? (p. 262)

Alliances between the sexes are needed to better understand gender role conflict and sexism in people's lives. Feminism is at low ebb and there is ambiguity about how to reduce sexism and gender oppression in people's lives. Counselors, psychologists, and student personnel workers, who profess values about human dignity, need to devise educational experiences that allow examination of changing gender roles.

This manuscript describes a six day workshop designed to help participants analyze their gender role socialization and gender role conflict. The manuscript's focus is on the workshop's rationale, content, process, and multiple evaluations. The description of the workshop mechanics and outcomes are separated into different sections. Much of the actual content, materials, and evaluation data will be shown in Appendices A-G. These appendices provide access to the workshop's content, exercises, media, and follow-up data. Section I enumerates the overall assumptions of the workshop. These assumptions include perspectives about gender roles, gender role conflict, and gender role transitions. These premises include the perspectives of the workshop leaders and a context to understand gender role dialogue between the sexes. Section II gives more specific perspectives on the workshop by describing the gender role journey and continuum. Section III describes the workshop's description, goals, topics, and readings.

Section IV describes the teaching-learning approaches of the workshop. This section enumerates the variety of approaches used to help people with their own gender role journies. Section V provides details about the workshop setting, number of meetings, and the desired workshop atmosphere. Section VI describes the participants, leaders, and the needs assessments implemented before the workshop. Section VII describes the workshop topics, resource manual, themes, and activities. Detailed subject matter used in lectures and discussions are found in Appendix C. Section VIII describes all evaluation data for the workshop and reveals the workshop's impact. Evaluations were implemented at the end of the workshop and follow-up data were gathered at one and three month intervals after the workshop. Section IX summarizes the entire workshop experiences and several recommendations are made for future workshops.

The workshop had some special dimensions that made it a unique learning experience. The following dimensions are important to consider in understanding the impact of the workshop:

(1) the content focused on controversial topics (i.e., sexism and gender role conflict) that affects men's and women's lives;

(2) theory, research, and self assessments were integrated into the six days;

(3) workshop members were asked to consider the meaning of the content personally, professionally, and politically.

(4) media (i.e., music, movie clips, and video tapes) was used to stimulate personal feelings and self exploration.

(5) need assessments were conducted prior to the workshop to ascertain participant's needs, expectancies, and attitudes;

(6) systematic evaluations were obtained daily, immediately after the workshop, and at one and three month intervals after the workshop.

I. Conceptual Assumptions and Definitions: Gender Roles, Gender Role Socialization, Gender Role Conflict, and Gender Role Transitions and Themes

Conceptual assumptions and explicit definitions provided a coherent rationale for the gender role conflict workshop. These assumptions and definitions provide a working vocabulary about gender roles and are enumerated below.

Gender roles are behaviors, expectations, and role sets defined by society as masculine or feminine that are embodied in the behavior of the individual man or woman and culturally regarded as appropriate to men or women (O'Neil, 1981a; 1981b; 1982). These roles are learned through gender role socialization and change with the demands of adulthood and aging (Moreland, 1979; 1980). Gender roles are core dimensions of an individual and therefore, central to understanding human behavior. Gender role development occurs through gender role socialization. This process includes how people acquire, internalize, and redefine values, attitudes, and behaviors associated with gender role (i.e., masculinity and femininity).

Academicians, practitioners, and researchers have recognized that gender roles are primarily learned, but much of the public continues to believe that these roles are exclusively based on innate, genetic, and unchangeable biological differences. The dogmatic belief that men are exclusively the inheritors of one set of gender roles and women the inheritors of another kind has limited the perceptions, potentials, and possibilities for each sex. These beliefs have resulted in a restricted repertoire of attitudes, behaviors, and expectancies for both sexes. This phenomenon helps explain both personal and institutional sexism in our society. It may also explain why many men and women acquire only a portion of the skills and behaviors necessary to cope effectively in life. Misperceptions around gender roles have fostered discrimination against women in careers and have discouraged men from being more effective family members.

Gender role learning and development continues throughout life; it is not just a task of early childhood socialization. Numerours authors and researchers have indicated that adults learn and relearn gender roles over the life cycle (Block, 1973, 1984; Levinson et al., 1978; Moreland, 1979, 1980; O'Neil & Fishman, 1986).

Assumptions About Gender Role Socialization

In an earlier manuscript (O'Neil, 1981a), ten assumptions about the complexity of gender role socialization were stated. These assumptions provide the conceptual rationale for implementing and evaluating the workshop. The workshop was developed based on the following assumptions:

1. Gender role socialization affects gender identity and personal beliefs about the nature of masculinity and femininity.

2. Children socialized toward rigid stereotypes of masculine and feminine behaviors may learn restrictive attitudes and behaviors that limit their growth and ability to cope with the complexities of adult life.

3. Rigidly socialized masculine or feminine stereotypes about men and women can produce gender role conflict and sexism.

4. Gender role conflict and sexism can produce considerable psychological stress for men and women.

5. Gender role conflict and sexism have caused men and women to devalue one another in order to solidify their own gender identities.

6. The devaluation of women by men and the devaluation of men by women is a central concept in understanding how personal and institutional sexism operate in society.

7. Neither sex is exclusively responsible for learned sexism emanating from gender role socialization or conflict. Men and women both contribute to the maintenance of restrictive gender roles that produce gender role conflict, and both sexes need to take personal responsibility for how gender role conflict and sexism restrict their own or other's human potential.

8. Most people will experience varying degrees of stress due to their gender role socialization, gender role stereotypes, and sexism.

9. Gender role conflicts can be better understood if we continue to assess how gender role socialization, gender role conflict, and sexism mutually interact and affect our relationships with each other.

10. Counselors and other human service providers need to be prepared to help men and women who are experiencing the effects of sexism and gender role conflict. (O'Neil, 1981, p. 204).

In addition to these assumptions, an operational definition of gender role conflict was necessary to begin the dialogue about gender roles in the workshop.

Gender Role Conflict

Gender role conflict is a psychological state where gender roles have negative consequences or impact on the person or others. The ultimate outcome of this conflict is the restriction of the person's human potential or the restriction of someone else's potential. Gender role conflict occurs when rigid, sexist, or restrictive gender roles, learned during socialization, result in the personal restriction or devaluation of others or self (O'Neil, 1981a; 1981b; 1982). One outcome of gender role conflict is gender role strain. This occurs when mental or physical tension is experienced as a result of the expectations and norms of masculinity, femininity, and androgyny. Garnets and Pleck (1979) operationally define sex-role strain "as a discrepancy between the real self and that part of the ideal self-concept that is culturally associated with gender" (p. 278). They believe that sex-role strain is an intrapsychic process that can lead to poor psychological adjustment, particularly low self-esteem. It is hypothesized that inflexible sex-role norms set standards that do not allow people to freely express themselves (Komarovsky, 1976).

A recent sex role strain (SRS) paradigm (Pleck, 1981) provides additional understanding of the negative effects of socialized gender roles. This paradigm enumerates ten propositions indicating that gender roles produce conflict and strain for both sexes. Pleck's paradigm indicates that: (1) violation of gender roles can lead to negative psychological consequences, (2) certain gender-role characteristics are psychologically dysfunctional, (3) both sexes experience strain and conflict because of gender roles. Furthermore, these assumptions are based on two theories of sex role strain; self-role discrepancy theory and socialized dysfunctional characteristics theory. The former theory suggests that individuals suffer negative consequences when they fail to live up to sex roles.

The latter theory suggests that because of sex roles, individuals are socialized to have personality characteristics that are dysfunctional. Pleck's sex role strain paradigm provides a theoretical base to study gender-role conflict in men's and women's lives.

Gender-role conflict can be conceptualized from four overlapping and complex dimensions: cognitions, affective experience, behaviors, and unconscious experience. Cognitive experience of gender-role conflict is how we think about our gender roles and aspects of masculinity, femininity, and androgyny. Affective experience of gender-role conflict represents our emotional feelings around our gender-role issues. Behavioral aspects of gender-role conflict includes how we act, respond, and interact with ourselves, and others, around gender-role issues. Unconscious aspects of gender role includes the intrapsychic and repressed aspect of our gender roles beyond our conscious awareness.

Three overall dimensions identify the sources and experiences of gender role conflict. These sources interact with each other and include:
(1) within self - gender-role conflict as the private experience of negative emotions and thoughts; (2) from others - gender-role conflict resulting from negative interpersonal interactions with others; (3) toward others - personal gender-role conflict directed at others. These dimensions indicate that gender-role conflict can exist within a person, emanate from others, or be expressed towards others.

More specifically, people experience gender role conflict internally under three circumstances. These circumstances occur when men and women experience:

(1) Gender Role Discrepancies - deviating from or violating expected gender-role norms (Pleck, 1981) and experiencing discrepancies between their real self concepts and their ideal self concepts, based on gender-role stereotypes (Garnets & Pleck, 1979);

(2) Gender Role Restrictions - experience restriction from others or restricting oneself to meet the accepted norms of masculinity and femininity;

(3) Gender Role Devaluations - experiencing self devaluations or devaluations from others when not meeting or deviating from sterotypes or masculinity and femininity.

Each of these circumstances will be discussed more fully below.

Gender Role Discrepancies. This occurs when men and women recognize a discrepancy between real self concept and ideal self concept based on gender role stereotypes (Garnets & Pleck, 1979). When men and women do not live up to the valued gender role stereotypes portrayed in society, they may feel discrepant and incongruent with idealized notions of masculinity and femininity. This discrepancy may be experienced as a deficiency, inadequacy, or personal failure. The internal experience of these feelings may be inferiority, low self esteem, and in extreme forms, self hatred. There may be defensive behavior and some people may display high sex-typed masculine and feminine behaviors to compensate for their perceived gender role discrepancies. Hyper-masculine and ultra-feminine behavior may be the cover for percieved discrepancies that make the person feel vulnerable to devaluation from others.

Gender Role Restrictions. Restrictions occur when rigid adherence to stereotypic norms of masculinity and femininity confine a person's behavior to limited roles, functions, and opportunities. The restrictions can be self imposed but they are usually enforced by others or by a sexist social system. The gender role restricted person has limited flexibility in work and family roles and may be limited in responding to variety demands of adulthood. Restrictions can cause a violation of personal freedom, denial of human rights, and limiting people's personal and professional growth. Gender role restrictions can cause anger, stress, and interpersonal conflict.

Gender Role Devaluations. Devaluations occur when there is negative criticism due to deviation from or adherence to stereotypic norms of masculinity and femininity. Devaluations can be self inflicted or they can come from others. Devaluations usually result in lessening of the person's status, stature, and self esteem. Consistent and unresolved devaluations can cause lack of confidence, anger, and depression.

Gender Role Transitions

Awareness of gender role conflict may stimulate reevaluation of gender roles in the person's life. The reevaluation of gender role occurs through gender role transistions. These transitions are events and nonevents in a person's gender-role development process stimulating changes in gender-role values and self assumptions. The transitions occur when there are demonstrations, reevaluations, and integrations of masculinity and femininity over the life span (O'Neil & Fishman, 1986). The demonstration, reevaluation, and integration of masculine and feminine values may occur during crises or during the normal maturation process. Struggles to integrate new gender-role definitions may occur as roles change. Gender-role transitions may produce confusion, anxiety, and threat. Yet, these transitions can also open up internal parts of the person, expanding their self definition and promoting personal exploration and growth. Gender-role transitions are necessary for adults integrating cross-sex gender roles. Many times the transition is totally internal and not visible to the eye. Other times there is overt evidence that gender roles have been redefined as new attitudes and behaviors become apparent. Many men and women lack a process to redefine their gender roles and, therefore, incorporating gender-role change in their life-style is difficult.

The literature provides some conceptualizations of gender-role transitions, and models of gender-role change are slowly emerging (Block, 1973, 1984; Giele, 1980; Moreland, 1980; Levinson et al., 1978; Rebecca, Hefner, & Olenshansky, 1976). The most specific conceptualization relevant to the gender-role transition process has been proposed in Block's (1973, 1984) analysis of ego development and sex-role development. In Block's analysis, changes in sex-role definition are integrated with the larger developmental tasks of ego and cognitive development. Block advocates "a recognition of gender secure enough to permit the individual to manifest human qualities our society, until now, has labeled as unmanly or

unwomanly" (p. 512). Using Loevinger's (1966) ego development stages, Block (1973) extrapolates six stages of sex roles. Stages 3-6 imply that adults actively participate in conforming to sex roles, examine and cope with sex roles, and finally integrate masculine and feminine parts of self. Moreover, this analysis suggests that individual's conceptions of sex roles influence their behavior and self-evaluations. Yet, the specifics on how men and women experience change and what their gender struggles are, has not been fully developed. Two processes that help explain gender-role transitions are gender-role reevaluations and gender-role integrations.

The reevaluation of gender roles involves assessing and redefining feelings, thoughts, and behaviors about what it means to be a man or woman (O'Neil, 1981b, 1982; O'Neil & Fishman, 1986). This reevaluation process may be linked to aging, technological change, and social-political movements. Gender-role reevaluations often are associated with crises or transition; other times, they occur as part of the natural maturation process.

Reevaluating conceptions of gender roles is difficult for most adults because early life is usually spent trying to live up to society's defined gender-role stereotypes. Most adults have vested interests in the conceptions of gender roles learned during their younger years. Reevaluating these conceptions may produce insecurity and conflicts that many would rather avoid. Many times the reevaluation process is experienced on a vague, existential level before there is any attitudinal or behavioral change. Slowly, the artificiality of gender-role stereotypes may be recognized as the limitations of high sex typed behavior become apparent.

The integration of new notions of masculinity and femininity poses challenges for adults. The integration of new conceptions of gender roles occurs when the limits of gender-role stereotypes are recognized. When the stereotypes lose their power and utility, new notions of gender roles are derived. Identifying and

integrating new ways to view oneself and the world is accomplished with varying degrees of success, and usually occurs slowly over years. It is difficult to abandon gender-role norms that have previously guided one's life, even when the norms no longer provide a sense of meaning of vitality. In addition, gender-role transitions are undertaken in a society that continues to reward men and women simply for behaving in stereotypic ways.

Gender Role Themes

Gender role transitions and modifications in gender role values are not completed in a vacuum. They are experienced in the context of certain gender role transition themes. A gender role transition theme is defined as a developmental and human issue involving the demonstration, reevaluation, or integration of masculinity and femininity. Each person will struggle with different themes depending on their early socialization, gender role values, or coping styles. Men and women may struggle with different themes as they aspire to demonstrate, reevaluate, and finally integrate new notions of masculinity and femininity over the life span. The gender role workshop was designed to assist participants in discovering their own themes and better understand their gender role journey.

II. Perspective On the Workshop:
The Gender Role Journey and Continuum

Numerous perspectives on the workshop guided the final development and implementation of each day. First, it was recognized that a substantial body of knowledge has emerged on the psychology of gender roles in the 1970's and 1980's. Moreover, this knowledge needs translation to both cognitive and affective experiences for adults. Second, it is evident that people need a "gender role vocabulary" to express their thoughts, attitudes, and feelings about changing gender roles. Third, it was believed that many people are struggling to integrate new definitions of masculinity and femininity as they face life's changes and problems. With the emergence of the Men's and Women's Movements of the 1970's,

many people have experienced gender role journies and the negative effects of sexism in their lives. Fourth, as these journies continue, there is gender role conflict and strain in people's lives. In some situations, the conflict and anger is just beneath the surface. In other situations, the negative emotion is overt and sometimes destructively expressed at others or oneself. Fifth, varying degrees of consciousness about sexism exist and therefore, discussions about gender roles are usually dynamic, emotional, and sometimes volitile. Consequently, men and women need both structured and unstructured opportunities to discuss their feelings and thoughts about gender role conflict. Lastly, constructive alliances between the sexes are to emerge in the 1980's, both cognitive and emotional experiences need to be developed around gender role conflict. Also, these experiences need to be comprehensively and critically evaluated to ascertain how to effectively help others cope with changing gender roles.

The Gender Role Journey

If a single theme described the workshop, it would be the gender role journey (O'Neil, 1986). A journey is to move through time and space for a reason, and to reach a new place. The gender role journey is a nonthreatening metaphor for the process of looking into our inner spaces and understanding how gender roles and sexism have negatively affected us. The gender role journey involves exploring how masculinity and femininity have affected each of us in the past and present. It involves reevaluation of masculinity, femininity, and gender role themes. To reevaluate our gender roles means to look inward and assess how masculinity and femininity restrict our growth and intimacy with others. The journey can be difficult because most people have investments in our socialized masculine and feminine roles. The internalization of masculine and feminine roles is one major aspect of our human socialization. Gender roles have been a dominant force in our human evolution from the beginning of the human race. More recently, gender roles

have been inappropriately used as measures of our personal success, value and worth in a capitalist society. They are supposed to stabilize us and make us feel good about ourselves. There is no doubt that internalizing masculine and feminine attributes plays an important role in our psychological development. Yet, what is unclear is how gender role stereotypes and values limit human growth and potential. There is a distressing paradox about meeting the stereotypes of masculinity and femininity. We find the stereotypes are insufficient to build a human identity. Gender roles change over the life cycle. We all get older and greyer. Gender roles are powerful; they can exert great influence in our lives. They can be impersonal, meaning that they rarely reveal the authentic person. They can be dysfunctional by destroying potentials for intimacy and contributing to a 40% - 50% divorce rate in our society. Gender roles can objectify people and prolong the battle of the sexes.

The gender role journey is difficult and tiresome because there is a limited vocabulary to describe the different points of departure, resting places, and maps for growth and creation. More useful words are needed to encourage people to take the journey. Outdated ideas like macho, wimp, androgyny, queen bee, "real men don't eat quiche", do not increase our understanding of the gender role journey. A more comprehensive vocabulary to describe the gender role journey is needed. One of the workshop's goal was to provide an expanded vocabulary for dialogue and experiences of the gender role journey.

The Gender Role Journey Continuum

The workshop process was conceptualized as a continuum of phases, thoughts, and emotions. The continuum is best described as five phases that people experience in their gender role growth (O'Neil, 1986). Table 1 shows the phases of the gender role journey continuum.

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The five phases include: (1) acceptance of traditional gender roles; (2) ambivalence about gender roles; (3) anger; (4) activism; (5) celebration and integration. Stage 1, acceptance of traditional gender roles, implies accepting high sex type behavior and a restrictive view of gender roles for men and women. Most people experience this stage during early childhood and later adolescence. This phase is the story of people's early socialization. Archie Bunker sang about Phase 1 in the popular television show, All in the Family. Remember when Archie and Edith Bunker sang at the beginning of their show for "The days when girls were girls and men were men." Phase 2 implies experiencing dissatisfaction with traditional gender role stereotypes, awareness of how gender roles restrict us, fear of giving up the stereotypes, confusion and vacillation about how to act. Phase 3, consists of anger and emerges when negative emotions occur from awareness of how sexism violates the person and others. Emotions are expressed at men, women, or anyone who will listen. There can be inappropriate and painful expressions of anger. The anger can also be turned back at ourselves causing depression and self hate. Anger can be destructively dumped on each other. Clearly, there has been violence and destructive exchanges in the Feminist and Liberation Movements. Yet, anger also can be focused in positive ways through activism. Activism, Phase 4, means changing yourself, by integrating the anger through commitments to reduce sexism in oneself, society, and other people's lives. This activism can produce conflicts and difficult confrontations with others. Discouragement and anger can be reexperienced without support and opportunities to sort out feelings and regroup. In Phase 5, celebration and integration, the anger has been fully integrated. Sexist people are better understood and there is compassion and continued effort to help others understand their gender role socialization. There is continued activism in educating the public to the psychopathology of sexism (Albee, 1981).

We assumed that workshop members could assess themselves in one or more of these phases on the continuum. Also, we expected vacillation on these phases during the workshop's process as different ideas and activities occurred. The continuum allowed participants to make personal assessments of their own feelings, thoughts, and behaviors. Using the five phases, everyone's particular place on the continuum could be accepted and respected. The workshop leaders presented the gender role journey using these five phases by communicating the following:

> "We want you to consider how the workshop will affect each of you, depending where you are on this continuum. We all can show sensitivity to each other regardless of our stage or rage. We hope, what intensity and insight emerges can be used constructively, nonviolently toward personal activism, growth, and celebration. Or to put it more personally: We want to help others come to their gender role freedom as an effort to free ourselves. We welcome the storm. We predict it, as a very condition of our lives. resistance to sexism and violence as a state of life. From this process, rebirth and change has free play in our psyches and with each other."

> "How would we characterize the gender role journey for men and women? In a number of ways from a number of perspectives. We will share our own views in hope of eliciting your views. The journey involves regaining parts of our personalities that we gave up as little boys and girls. It is finding true brotherhood and sisterhood. It is owning up to the false distinctions of stereotypic femininity, masculinity, and world views. Mostly, it is reevaluating our values about masculinity and femininity. It implies a willingness to move out to move out to the edge of self to see what is truly in the center. It is defining gender role themes over the life span (see O'Neil & Fishman, 1986 for some of these themes). It involves dealing with anger, loss, and pain from awareness about how sexism has limited and hurt us. It means moving past facades, false securities, and using internal processes to cope with changing values. It means sharing power and control with others but recognizing we need to redefine power-control to retain our individual identities and rights. It means moving past our images of mother so we can see women as themselves. It means moving past images of our father to understand men better. It means redefining fathering, mothering, learning how to enter a child's world space. It is being able to talk to each other about competitiveness, fear, and homophobia. It is setting boundaries and limits for those who would "waste us" because of their own anger and rage. The gender role journey is an act of self creation, of renewal and spiritual development. It is talking to each other!"

> "This workshop holds potential for you to start or continue your own gender role journey with others. The workshop can be an opportunity for dialogue, discussion, and disagreement about gender roles. Our dialogue today can be emotional and affective as well as conceptual and political. Both emotions and ideas are needed to understand ourselves and each other. The concepts help us talk to each other, the expressed emotions and feelings set us free to act, interact, and acknowledge that we will no longer be victims of sexism."

"The gender role journey is a process that includes many dimensions and experiences. Today, the journey will mean different things to different people. Diversity and differences in the workshop can make the dialogue rich. Tensions that emerge should be recognized, worked through when possible, without harm to anyone. There will be no victims for our dialogue here today. We should not only allow for individual differences, we should honor and celebrate them. The differences should not threaten our positions, dignity, or personhood."

"Our message is to legitimize the gender role journey as a viable option in the workshop and after you leave one week from now. We all have an opportunity to make movement today in our gender role revaluation."

III. Workshop Description, Goals, Topics, and Readings

The title of the workshop was, "Masculinity, Femininity, and Gender Role Conflict: Implications for the Helping Professions." The workshop was offered as a graduate summer school class in the Counseling Psychology curriculum at The University of Connecticut. The workshop was implemented on six consecutive days; three hours in the morning and three hours in the afternoon. The course description read as follows:

"Intensive review of men's gender role socialization with an emphasis on men's and women's gender role conflict across the life span. Personal and professional implications of gender role conflict for men and women will be presented from an empirical, theoretical, and popular literature perspecitve."

The complete syllabus is found in Appendix A. The syllabus enumerates 14 specific goals and the required readings to be read before the workshop. Also, listed in the syllabus are the media used, workshop assignment, and a select bibliography of sources used to formulate the workshop (N=95).

IV. Teaching-Learning Process of Workshop

The workshop process was conceptualized using the concept of stimulus diversity. Stimulus diversity means using multiple teaching methods and alternating frequently the stimulus of learning. For example, a brief lecture might be immediately followed with a self assessment experience, then a period of reflection or group discussion, and then a musical recording or movie clip emphasizing the same content in a different way. After a series of stimuli, the

workshop members would discuss the impact of the content on them conceptually, emotionally, and personally. The workshop leaders also modeled self disclosure from their own personal experience with gender roles to legitimatize personal sharing and build group support and trust.

V. Workshop Setting, Atmosphere, and Schedule

The workshop was held in a large conference room that was comfortable and private. Participants could sit in comfortable armchairs or on the floor. The leaders provided coffee, water, mints, and calming music each day to enhance the learning environment. Fresh cut flowers and attractive room structure made the learning enviornment more conducive to dialogue, cohesiveness, and personal care. Bathroom breaks were regularly scheduled. The atmosphere was primarily informal but the pace of activities was continuous and pre-planned.

The workshop met for six days spanning a Thursday, Friday, Monday, Tuesday, Wednesday, Thursday. Each day the workshop began at 9:00 A.M. and ended at 4:00 P.M. with an hour off for lunch. This schedule produced intensity and facilitated group cohesiveness and contact around gender role conflict issues.

VI. Workshop Members, Leaders, and Needs Assessment

Two separate workshops are reported in this paper. Workshop I was implemented in June, 1985 and Workshop II completed in June, 1986. Workshop I consisted of 27 adult students pursuing graduate degrees in Counseling, Teaching, or other helping professions. There were 19 females and 7 males in the workshop with a mean age of 33. The marital status of participants were: 12 married, 9 single, 2 divorced, 2 separated, 1 committed and 1 remarried.

Members of Workshop II consisted of 27 adult students pursuing graduate degrees in education, nursing, and other helping professions. There were 22 females and 5 males in the workshop with a mean age of 38. The marital status of participants were: 15 married, 8 single, 4 divorces.

The leaders of the workshop were one (male) Ph.D. level counseling psychologist, and one (female) master level counselor. The leaders met six times to plan the workshop and after every workshop session to review the day's events.

Needs Assessment Data Gathered

A pre-workshop needs assessment was conducted through the mail to ascertain expectancies, needs, and attitudes about gender roles. Additionally, participants were polled to obtain their desired balance between lectures, discussions, group exercises, and self assessments. These data were gathered to better understand the participants and also allow for input by the members into the workshop design. These data were essential to ascertain the expectancies of the participants and allow them to assess what they wanted to gain from the workshop.

The results of the needs assessment for each workshop are found in Appendix B. A review of these data indicate that the participants reported the following: (1) beliefs that gender roles issues were mental health issues; (2) a desire to learn more about themselves in the workshop; (3) a desire to learn concepts and express themselves through self disclosure; (4) a desire for media and music to be used to explicate critical points in the workshop; (5) a desire for small group discussions and a balance between lectures, discussion, and experiential activities; (6) anger about sexism and gender role issues; (7) a desire to hear other people's biases, values, and personal experiences. Other questions were asked and the results can be found in Appendix B. These needs assessment data were used to prepare the workshop content and process.

VII. Resource Manual, Media, Daily Themes, and Workshop Activities

Resource Manual for Workshop

A 76-page resource manual (O'Neil, 1985) was developed to concisely collate the theoretical and conceptual ideas in the workshop. This manual included a select bibliography of the sources (N = 95) used to conceptualize the workshop. The manual also included all transparencies used, course objectives, readings, course outline, and the media used during the six days. Parts of the manual are

found in Appendix C and will be discussed in subsequent sections.

Media

Audio and video media were used continusously throughout the workshop as part of the stimulus diversity. The media was used in different ways for different purposes. Popular and classical music was used to set an atmosphere during the workshop. Some music introduced topics or themes; other selections brought closure to certain ideas presented. Music videos were played for pure entertainment and also to raise critical questions about sexism and gender role conflict. Specific movie clips were produced to portray specific gender role conflicts evident in popular movies. All media was carefully reviewed before the workshop and planned introductions and closing statements were prepared in advance, to assure maximum impact. Many times the movie clips served as the stimulus for large and small group discussions as well as personal disclosures of participants. The following media was used in either workshop I or II:

Musical Recordings

(1) BACH BRANDENBURG CONCERTI NO. 2, 5, 6
(2) VIVALDI - THE FOUR SEASONS
(3) AIRPORT
(4) BACH MUSICAL OFFERING
(5) BACH'S CONCERTO IN D MINOR
(6) BACH CONCERTO NO. 1 IN A MINOR
(7) BACH CONCERTO NO. 2 IN E MINOR
(8) BACH CONCERTO NO. 2 IN A MINOR
(9) HARD TIME FOR LOVERS - JUDY COLLINS
(10) FEELING BETTER - HOLLY NEAR
(11) FREE TO GROW - HOLLY NEAR
(12) THE HOMECOMING QUEEN GOT A GUN - JULIE BROWN
(13) I LIKE'EM BIG AND STUPID - JULIE BROWN
(14) DIAMONDS & RUST - JOAN BAEZ
(15) THE RIVER - BRUCE SPRINGSTEEN
(16) DOWNBOUND TRAIN - BRUCE SPRINGSTEEN
(17) I WANT TO KNOW WHAT LOVE IS - C. M. JONES
(18) COVER ME - BRUCE SPRINGSTEEN
(19) DANCING IN THE DARK - BRUCE SPRINGSTEEN
(20) CHILE - HOLLY NEAR
(21) POWER - HOLLY NEAR
(22) THE GREATEST LOVE OF ALL - GEORGE BENSON
(23) WATCH OUT - HOLLY NEAR
(24) CAT'S IN THE CRADLE - HARRY CHAPIN

Music Videos

(1) DIANA ROSS - SWEPT AWAY
- ALL OF YOU
- MUSCLES
- MISSING YOU
(2) MARVIN GAYE - MUSIC DIALOGUE
- WHAT'S GOING ON
(3) LIONEL RICHIE - YOU MEAN MORE TO ME
(4) THE JACKSONS
(5) MICHAEL JACKSON - BILLIE JEAN
(6) FOUR TOPS & TEMPTATIONS & MOWTOWN
(7) DIANA ROSS & THE SUPREMES
(8) MOTOWN SINGERS - SOMEDAY WE'LL BE TOGETHER
(9) SIMON & GARFUNKEL - AMERICAN TUNE
- BRIDGE OVER TROUBLED WATERS
(10) WINDHAM HILLS MOOD MUSIC
(11) FREDDIE JACKSON - YOU ARE MY LADY
(12) BRUCE SPRINGSTEEN - BORN IN THE USA
- DANCING IN THE DARK
- I'M ON FIRE
- INTERVIEWS WITH BRUCE SPRINGSTEEN
(13) WE ARE THE WORLD
(14) JOHN LENNON: ALIVE IN NEW YORK CITY

Movie Clips From:

(1) EAST OF EDEN
(2) ORDINARY PEOPLE
(3) WOMEN IN LOVE
(4) HONEYMOONERS
(5) INTRE VOUS
(6) ON GOLDEN POND
(7) FOUR SEASONS
(8) KRAMER VS. KRAMER
(9) SUPERMAN THREE
(10) NINE TO FIVE
(11) TOOTSIE
(12) DINER

Daily Themes

Each day of the workshop had certain themes that were covered. These themes were integrated with the workshop objectives, course outline, and required readings (see syllabus in Appendix A). A summary of these themes each day are given below:

Day	Theme
1	Expectations, Norms, Goals, Gender Role Definitions, Violence and Sexism in America, The Gender Role Journey, Personal Disclosures by Workshop Leaders
2	Research on Sex Differences, Socialization, Stereotyping, Remembering Your Personal Socialization Through Guided Imagery
3	Patterns of Gender Role Conflict (Men) Patterns of Gender Role Conflict (Women)

4 Life Cycle, Gender Role Transitions, Themes, Relationship Enhancement

5 Family Socialization and Family Life
- Mothers
- Fathers
- Sons
- Daughters

6 Action Plan, Course, Next Steps, Good-byes

Both workshops followed the outline with some minor revisions in the second workshop. Appendix D gives an hour by hour description of the workshop process and activities. The analysis in Appendix D gives the specific activity, content, and media used each day and references the conceptual material taken from the manual (see Appendix C). From these descriptions, readers can review the workshop process and identify all material presented over the six day period.

VIII. Comprehensive Evaluations of the Workshop's Impact

There were five separate evaluations of the workshop assessing its impact and effectiveness. The five evaluations were: (1) University of Connecticut's Standard Course Evaluation Questionnaire; (2) Daily evaluations over the six days; (3) Thirty-one item evaluation immediately after the workshop; (4) Fifty-three item evaluation one month after the workshop; (5) Fifty-three item evaluation three months after the workshop. These evaluations assessed the workshop dailey, immediately after the workshop, and over one and three month intervals. Each evaluation will be summarized below.

Course Evaluation Questionnaire

Table 2 shows the University of Connecticut's Course Evaluation results for

INSERT TABLE 2 ABOUT HERE

both the 1985 and 1986 workshops. Ninety-nine percent of the workshop participants evaluated the course each year. Students were asked to rate 11 questions using the scale of poor, less than average, average, good, and excellent. There was also a category of not applicable for those questions that

were irrelevant to the evaluation. Table 2 shows the workshop was evaluated very positively both years. Assessing overall teaching ability of the instructors, 89% rated the teaching as excellent in 1985 and 81% rated it excellent in 1986. The remainder of the respondents rated the teaching as good. Assessing whether the presentation of material was clear and effective, 92% and 69% rated it excellent and the remainder rated it good. Assessing whether the workshop stimulated interest, 96% and 88% rated it as excellent. Regarding the course's overall organization, 89% and 88% indicated that the workshop's structure was excellent. One hundred and 92% of the respondents indicated that the instructors' interest and concern for the students was excellent. These data indicate positive evaluations of the workshop using the Standard Course Evaluation Form.

Daily Evaluations

Each day the workshop participants filled out a brief questionnaire (See Appendix E) rating the morning and afternoon sessions using a scale of very positive to very negative. The questionnaire also asked for comments about how to improve the workshop, what they gained, what they could put into practice, and overall reactions. This daily feedback was used to structure the next day's activities and to capture the individual and collective process of the workshop. Appendix E summarizes each day in narrative form and reports reactions to both the content and process of the workshop.

Evaluation Immediately After the Workshop

Table 3 reports the evaluation of the workshop on the last day. Respondents were asked thirty-one questions evaluating the course using a Likert scale of

INSERT TABLE 3 ABOUT HERE

strongly agree (5) to strongly disagree (1). The return rate for this questionnaire was 99%. The data from the 1985 and 1986 workshops have some common findings. For a finding to be common, the mean of the item has to exceed 4.00 (agree). Only those items that directly suggest impact from the workshop are

reported here. High means exceeding 4.00 for both samples indicated: (1) self disclosures in the workshop helped students learn; (2) movement on the consciousness continuum occurred; (3) intentions to implement personal and professional action plans related to gender roles are reported; (4) workshop members would endorse class to others; (5) crying during or after the workshop sessions occurred; (6) students indicated the workshop impacted their relationship with the most intimate person in their life; (7) participants were helped in understanding their own gender role socialization; (8) students reflected on their early years; (9) the media helped students understand their socialization; (10) students reported the sense of community was significant in their learning and growth; (11) students became aware that they had been devalued, restricted, and violated because of gender role conflict; (12) a gender role vocabulary was learned that was useful; (13) learning occurred that enhanced the student's professional competence; (14) desires to read or research more on gender roles; (15) more awareness of how gender role change over the life cycle.

One Month Follow Up

Students were sent a 53 item questionnaire one month after the workshop to assess the impact and effect of the workshop over time. Respondents rated each question using a Likert scale of strongly agree (5) to strongly disagree (1). Return rates of one month follow-ups for the Workshop I was 93% and 85% for Workshop II. Those items that were consistently agreed upon by students (4.00 or greater) across both samples are reported. Table 4 shows means for the one month

INSERT TABLE 4 ABOUT HERE

follow-up for the 53 items of the questionnaire. Both samples reported the following impact one month after the workshop: (1) a better conceptual understanding of gender role conflict; (2) learning more about themselves from the workshop; (3) endorsement of the workshop to others; (4) intentions to implement personal action plans related to the workshop; (5) reports that the workshop

affected their role as parent, spouse, lover, son, daughter, or friend; (6) reports that the workshop helped the students understand their socialization process; (7) more awareness of being devalued, restricted, or violated because of gender role conflict; (8) indication that the gender role concepts and vocabulary have been used to enhance personal life; (9) learning from the workshop that alliances between men and women are still possible; (10) increased sensitivity to the opposite sex's gender role conflict; (11) movement with their gender role journey since the workshop; (12) having an intimate discussion of the workshop's impact with one or more friends; (13) reports that the personal self disclosures during the workshop still impacted them; (14) feelings of empowerment to affect change with gender role conflict; (15) reports that trust of the workshop leaders helped participants disclose and participate.

Four other items just missed the 4.0 cut off and do reflect some important insights into the workshop's impact. The respondents reported: (1) the workshop impacted their relationship with the most intimate person in their life (X = 3.9 and 4.1); (2) greater understanding of their relationship with their mother and father from the workshop (X = 3.9 and 4.2); (3) the workshop permanently altered their view of male-female relationships (X = 4.0 and 3.9); (4) that they were not going to get over the workshop for a long time (X - 4.0 and 3.8).

Percentages were calculated for respondents who agreed or disagreed with selected items that assessed personal effect or change over the one month period. These percentages show the actual numbers of people who reported continued effect one month after the workshop. Table 5 gives percentage of response for the one month follow-up on selected items for both the 1985 and 1986 workshops. There was

INSERT TABLE 5 ABOUT HERE

a 100% agreement that the students learned more about themselves from the workshop (Question 2). For the 1985 workshop, 64% of the students and in 1986, 38% of the

students indicated that they had cried since the workshop because of pain they experienced during the workshop (Question 9). The results also indicated that 84% of the students in 1985 and 71% of students in 1986 reported that the workshop had impacted their most intimate relationship in their life (Question 12). One hundred percent and 90% of the students indicated that the workshop had affected their role as parent, spouse, lover, son, daughter or friend (Question 20). The students also reported greater understanding of their relationships with mother or father from the workshop. Eighty-four percent and 75% reported increased parental understanding from the workshop (Question 27). Students reported that the workshop permanently altered their views of male-female relationships with 68% reporting this in 1985 and 85% reporting this in the 1986 workshop (Question 35). Personal disclosures from the workshop that continued to impact students over the one month period were reported by 88% and 75% of students (Question 39). There was 100% agreement that the workshop increased sensitivity to how gender role stereotypes damage men and women (Question 40). Eighty percent and 81% reported feeling more empowered to affect change with gender role conflict in people's lives (Question 44). Eighty four percent and 57% reported feeling emotional pain from an issue that emerged in the workshop one month later (Question 50).

Another measure of reaction to the workshop was the personal statements and hand written comments received one month after the workshop. These comments give the most vivid summary of how the workshop impacted workshop members. All respondents were asked to respond to the following questions: (1) Why was the workshop helpful to you personally, professionally, and politically; (2) What were the major learnings for you in the workshop; (3) Give personal comments, reactions, and concerns. It beyond the scope of this paper to print all comments received but Appendix F. gives a summary of the verbatim reactions.

Three Month Follow-Up

Students were sent a 53 item questionnaire three months (90 days) after the workshop to assess the long term impact and effect of the workshop over time. Respondents rated each question using a Likert scale of strongly agree (5) to strongly disagree(1). Return rates fc the three month follow-up were 67% and 39% for Workshop I and II respectively. Those items that were consistently agreed upon by students (4.00 or greater) across both samples were reported. Table 6 shows the means for the three month follow-up on the 53 items of the questionnaire.

INSERT TABLE 6 ABOUT HERE

Both samples reported the following three months after the workshop: (1) a better conceptual understanding of gender role conflict; (2) learning more about themselves from the workshop; (3) endorsement of the workshop to others; (4) reports that the workshop had impacted the relationship with the most important person in their life; (5) intentions to implement and actual implementation of personal action plans related to the workshop; (6) reports that the workshop affected their role as parent, spouse, lover, son, daughter, or friend; (7) indication that the workshop helped the students understand their socialization process; (8) more awareness of being devalued, restricted, or violated because of gender role conflict; (9) reports that the gender role concepts and vocabulary have been used to enhance student's personal life; (10) reports of reading some literature about men's and women's gender role conflict since the workshop; (11) awareness of their own gender role devaluation, restriction, and violation of others since the workshop; (12) increased understanding of their relationship with their mother and father; (13) learning that alliances between men and women are still possible; (14) increased sensitivity to the opposite sex's gender role conflict; (15) reports that the workshop has permanently altered their view of male-female relationships;

(16) movement in the gender role journey since the workshop; (17) having an intimate discussion of the workshop's impact with one or more friends; (18) increased sensitivity to how gender role stereotypes damage men and women; (19) feelings of empowerment to affect change with gender role conflict in people's lives; (20) indication that trust of the workshop leaders helped participants disclose and participate.

IX Summary of the Workshop Experience

The purpose of this manuscript was to describe a six day workshop to assist adult men and women in assessing gender role conflict in their lives. A thirty six hour workshop was described including the workshop's goals, topics, syllabus, content, and process. The gender role continuum and journey were described as meaningful conceptualizations to assist adults in exploring and reevaluating their gender role socialization. Systematic needs assessments and evaluations guided the prepartaion of the workshop and understanding of its impact.

The results of the five separate evaluations provide evidence of the effectiveness, impact, and consumer satisfaction with the workshop. The data collected indicates that Workshop I had a slightly greater impact than Workshop II. The data in Tables 2-5 reveal that participants were impacted during the workshop, immediately after the workshop, and one month later across a number of personal and professional areas. Three month follow-up data was gathered on only 67% and 39% of the participants for the 1985 and 1986 workshops respectively. These data provide information on the long term effect of the workshop for selected participants. The lower return rates for the three month follow-up limit generalizations to the entire workshop but do show continued impact for those responding.

The workshop experimented by using concepts and media to assist adults in exploring their gender role socialization. A new gender role vocabulary allowed students to examine and discuss the impact of previous socialization on their

current lives. The workshop encouraged participants to take the gender role journey and to assess their own views of masculinity and femininity. We provided a workshop setting that was comfortable, safe, and communal; allowing for maximum internalization of both content and process. We also asked participants to seek nonviolent alliances within themselves and with each other as they attempt to integrate both masculine and feminine qualities. We encouraged participants to critically evaluate the evolution of their own gender role identity. Self disclosure and personal vulnerability were encouraged as a vehicle for open dialogue about sexism and personal gender role conflict. There were varying degrees of public self disclosure, but the evaluation data indicates that most participants were moved by the intensity of the workshop process.

There were further insights observed from the workshop process. First, it was apparent that the workshop legitimatized member's personal struggles and conflicts. Numerous participants reported feeling less alone with their personal issues. Additionally, a number of people reported more effective ways to intervene with their problems related to gender role conflict. Second, it was apparent that the personal self disclosures and expressions of pain had a healing dimension for some during the workshop. The power of self disclosure and expression of personal vulnerability was evident and effective. Third, the workshop provided mutual self-support and a supportive community provided unity for the workshop members. Fourth, it was apparent that participants communicated with their inner selves as they ventured on their gender role journies. Fifth, throughout the workshop, we observed an emerging social conscience about the violence of sexism and gender role conflict. Overall, our impressions and the data collected indicated that the workshop provided participants options for understanding, action, and healing around gender role conflict and sexism.

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TABLE 1

GENDER ROLE JOURNEY CONTINUUM[1]

PHASE 1 - Acceptance of Traditional Notions of Men, Women, Masculinity, Femininity and Gender Roles.

- Accepts stereotypic notions of masculinity and femininity
- Endorses restrictive view of gender roles
- Endorses strength, restrictive emotionality, control, power for men
- Endorses warmth, expressiveness, nurturance, passivity for women
- Endorses sex specific division of activities for sexes
- Unaware of how restrictive gender roles limit human potential

PHASE 2 - Ambivalence About Gender Roles.

- Experiences dissatisfaction with stereotypic notion of gender roles
- Exposure to people or ideas that cause questioning about gender roles
- Increase awareness of restrictive nature of gender roles
- Some fear of what gender role alternatives might mean
- Vacillation between the safety and security of stereotypic ideas and excitement and anxiety of changing gender roles
- Confusion and lack of clarity about gender roles and sexism

PHASE 3 - Anger.

- Negative emotions directed at the prevailing social norms, institutions, and individuals who have reinforced sexism and encouraged the stereotypic socialization experiences of males and females
- Emotions sometimes inappropriately expressed
- May restrict circle of friends to those who can accept the anger

PHASE 4 - Activism.

- Implement changes in one's own life that are less restrictive because of gender roles
- Commits to social-political-educational course of action
- Activities may confirm or disconfirm correctness of new conceptualization of gender roles and sexism

PHASE 5 - Celebration and Integration of Gender Roles.

- Awareness of new satisfaction and rewards, previously not possible when viewing self and world in a restrictive and stereotypic way
- Anger has been integrated
- Experiences gender role freedom
- Able to accept people at different stages, consciousness around gender roles and sexism
- Continued activism to educate around gender roles and decrease sexism in people's lives

CONSCIOUSNESS CONTINUUM

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Acceptance of Traditional Gender Roles	Ambivalence About Gender Roles	Anger	Activism	Celebration & Integration

[1]Revised and Expanded from: Moreland, J. R. (1976). Facilitator training for consciousness raising groups in an academic setting. The Counseling Psychologist, 6, 66-68.

TABLE 2

UNIVERSITY OF CONNECTICUT STANDARD COURSE EVALUATION QUESTIONNAIRE FOR 1985 AND 1986 (N = 52)[1]

Question	1985 Workshop Data (N = 26)						1986 Workshop Data (N = 26)					
	Not Applicable	Poor	Less Than Average	Average	Good	Excellent	Not Applicable	Poor	Less Than Average	Average	Good	Excellent
(1) Overall teaching ability					11%	89%					19%	81%
(2) Presenting material in a clear and effective manner.					8%	92%					31%	69%
(3) Demonstrating overall organization.					11%	89%					12%	88%
(4) Making purpose and objectives of course clear.				3%	8%	89%				4%	11%	85%
(5) Fulfilling course objectives.				3%	8%	89%					27%	73%
(6) Making work assignments and student responsibilities clear.					11%	89%				4%	4%	92%
(7) Stimulating interest.					4%	96%				4%	8%	88%
(8) Grading fairly and impartially.	100%						31%				4%	65%
(9) Using examination items which stress important aspects of the course.	100%						62%					38%
(10) Being accessible to students both in and out of class.						100%	4%					96%
(11) Showing an interest in and a concern for students.						100%	4%				4%	92%

[1]All data reported in percentages.

TABLE 3

EVALUATION IMMEDIATELY AFTER WORKSHOP (N = 52)

Please answer the following questions using the scale of:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

		1985 Workshop (N = 26)	1986 Workshop (N = 26)
1.	I learned from other people's self disclosure during the workshop.	5.0	4.6
2.	I feel that I have moved on the consciousness continuum related to gender roles and sexism.	4.8	4.4
3.	I plan to implement some personal action plans related to gender role conflict.	4.8	4.7
4.	I plan to implement some professional action plans related to gender role conflict.	4.5	4.5
5.	I plan to implement some political action plans related to gender role conflict.	3.9	3.6
6.	I feel that leaving the workshop and reentry will be difficult for me.	3.9	2.7
7.	I would recommend this workshop for other men and women.	5.0	4.8
8.	I cried during or after the workshop because of personal pain.	4.6	4.0
9.	I believe sexism is a form of violence between and among the sexes.	4.7	4.6
10.	I feel gender role issues are clearly mental health issues for people.	4.7	4.3
11.	I'm not sure where I stand on men's and women's issues.	1.8	1.8
12.	The self disclosure in the workshop was a significant learning experience for me.	4.8	4.5
13.	I have a better conceptual understanding of gender roles by taking the workshop.	4.7	4.8
14.	The self disclosure in the workshop was a significant learning experience for me.	4.8	4.3
15.	I feel less angry about men's gender roles after the workhop.	4.2	3.8
16.	This workshop has impacted my relationship with the most intimate person in my life.	4.3	4.5
17.	I feel less angry about women's gender roles after the workshop.	3.9	3.4
18.	The workshop was too intense for me.	1.8	1.6
19.	I consider myself a feminist.	4.4	3.8
20.	I have a greater understanding of my father because of the workshop.	4.2	3.6
21.	I have a greater understanding of my mother because of the workshop.	4.0	3.6
22.	The workshop helped me understand more about my gender role socialization.	4.5	4.5
23.	I reflected during the workshop on my early years.	4.8	4.6
24.	The media used in the workshop helped me better understand my gender role socialization.	4.7	4.7
25.	The sense of community in the workshop was significant in my learning and growth.	4.9	4.4
26.	I feel that I will need assistance from the workshop leaders over the next three weeks or later.	3.0	2.8
27.	From this workshop, I have realized for the first time or again that I have been devalued, restricted, or violated because of gender role conflict.	4.4	4.0
28.	I have learned ideas, concepts and instructional processes that will enhance my professional competence.	4.7	4.6
29.	I have learned a gender role vocabulary that will be useful personally and professionally.	4.5	4.5
30.	I now want to read or research more about gender roles of men and women.	4.7	4.5
31.	I am more aware of how gender roles change over the life cycle.	4.6	4.6

TABLE 4

ONE MONTH FOLLOW UP OF WORKSHOP MEMBERS (N = 47)

Please use the following scale to answer the following questions. All responses will be confidential.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

		1985 Workshop (N = 25)	1986 Workshop (N = 22)
1.	I have a better conceptual understanding of gender role conflict from attending the workshop.	4.8	4.8
2.	I learned more about myself from the workshop.	4.7	4.4
3.	I'm not sure where I stand on men's and women's issues.	1.8	1.7
4.	Reentry has been difficult for me.	3.0	2.2
5.	I would recommend this workshop for other men and women.	4.8	5.0
6.	The workshop was too intense for me.	2.0	1.9
7.	I consider myself a feminist.	4.2	3.7
8.	I have sought out personal support or professional services during reentry.	3.1	2.9
9.	I have cried since the workshop because of pain I experienced during the workshop.	3.4	2.7
10.	I believe that sexism is a form of violence between and among the sexes.	4.5	4.4
11.	I feel that gender role issues are mental health issues for me.	4.3	4.1
12.	The workshop has impacted my relationship with the most intimate person in my life.	4.1	3.9
13.	I plan to implement some action plans related to the workshop.	4.6	4.4
14.	I have already implemented some personal action plans related to the workshop.	4.4	4.1
15.	I have already implemented some professional action plans related to the workshop.	3.6	3.4
16.	I have already implemented some political action plans related to the workshop.	2.7	2.8
17.	I feel that I will need assistance from the workshop leaders in the future.	3.0	2.9
18.	I feel less angry about women's gender roles since the workshop.	3.3	3.0
19.	I feel less angry about men's gender roles since the workshop.	3.5	3.1
20.	The workshop experience has affected my role as parent, spouse, lover, son, daughter or friend.	4.5	4.0
21.	The workshop has helped me better understand my socialization process.	4.6	4.6
22.	Since the workshop, I am more aware of being devalued, restricted, or violated because of gender role conflict.	4.4	4.2
23.	I have been able to use gender role concepts and vocabulary to enhance my personal life.	4.3	4.3
24.	I have read some literature about men's and women's gender roles since the workshop.	3.8	4.2
25.	It has been difficult for me to discuss the workshop experience with others.	2.8	2.5
26.	Since the workshop, I am more aware of my own gender role devaluation, restriction and violation of others.	4.3	3.8

		1985 Workshop (N = 25)	1986 Workshop (N = 22)
27.	I have greater understanding of my relationship with my mother or father from the workshop.	4.2	3.9
28.	I feel that I have lost the sense of community experienced during the workshop.	3.5	2.5
29.	I learned from the workshop that alliances between men and women are still possible.	4.6	4.0
30.	I still feel a need for community support to foster my personal, political, and professional goals related to gender roles.	4.1	3.4
31.	Since the workshop, I have called, contacted, or talked with one or more workshop members about the workshop.	3.3	3.5
32.	I have experienced more personal gender role conflict since the workshop.	3.1	2.6
33.	I have experienced more gender role conflict with the opposite sex since the workshop.	2.9	2.5
34.	My sensitivity to the opposite sex's gender role conflict has increased since the workshop.	4.5	4.5
35.	The workshop has permanently altered my view of male-female relationships.	3.9	4.0
36.	I feel that I have continued forward with my gender role journey since the workshop.	4.3	4.2
37.	I plan to seek counseling or therapy in the future regarding my gender role conflict or issue from the workshop.	3.2	2.8
38.	I have intimately discussed how the workshop has impacted me with one or more trusted friends.	4.2	4.0
39.	The personal self disclosures during the workshop continue to impact me.	4.2	4.0
40.	My sensitivity to how gender role stereotypes damage men and women has increased since the workshop.	4.6	3.7
41.	The guided imagery at the beginning of the workshop (tracing my gender role development) continues to impact me.	3.7	3.2
42.	The guided imagery at the end (where there was a reunion of my personal friends, supports, and strengths) continues to impact me.	3.9	2.9
43.	I have not wanted to think about the implications of gender roles and the workshop on my life.	1.7	1.8
44.	I feel more empowered to affect change with gender role conflict in people's lives.	4.1	4.1
45.	Gender role conflict was apparent in the group dynamics of the workshop.	4.2	3.8
46.	Resolution of gender role conflict in the workshop was achieved by the workshop process and members.	3.8	2.7
47.	I was worried when there was conflict in the group.	2.6	2.8
48.	I worried about whether there was too much intensity in the workshop.	2.2	2.6
49.	Trust of the workshop leaders helped me feel free to disclose and participate.	4.6	4.3
50.	Since the workshop, I have felt emotional pain from an issue(s) that emerged during the workshop.	4.2	3.2
51.	I am not going to get over the workshop for a long time.	3.8	4.0
52.	I have reviewed my action plan since the workshop.	3.8	3.9
53.	I am planning to attend the September 22nd gathering of workshop participants.	4.5	4.2

TABLE 5

PERCENTAGE OF RESONSE FOR ONE MONTH FOLLOW-UP ON SELECTED ITEMS FOR 1985 AND 1986 WORKSHOP

	Question	1985 Workshop Yes (Agree)	1985 Workshop No (Disagree)	1986 Workshop Yes (Agree)	1986 Workshop No (Disagree)
(2)	I learned more about myself from the workshop.	100%	0%	100%	0%
(9)	I have cried since the workshop because of pain I experienced during the workshop.	64%	36%	38%	62%
(12)	The workshop has impacted my relationship with the most intimate person in my life.	84%	16%	71%	29%
(2)	The workshop experience has affected my role as a parent, spouse, lover, son, daughter, or friend.	100%	0%	90%	10%
(27)	I have greater understanding of my relationship with my mother or father from the workshop.	84%	16%	76%	24%
(35)	The workshop has permanently altered my view of male-female relationships.	68%	32%	86%	14%
(39)	Personal disclosures during the workshop continue to impact me.	88%	12%	76%	24%
(40)	My sensitivity to how gender role stereotypes damage men and women has increased since the workshop.	100%	0%	100%	0%
(44)	I feel more empowered to affect change with gender role conflict in people's lives.	80%	20%	81%	19%
(50)	Since the workshop, I have felt emotional pain from an issue that emerged during the workshop.	84%	16%	57%	43%

TABLE 6

THREE MONTH FOLLOW-UP OF WORKSHOP MEMBERS (N = 28)

Please use the following scale to answer the following questions.
All responses will be confidential.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

		1985 Workshop (N = 18)	1986 Workshop (N = 10)
1.	I have a better conceptual understanding of gender role conflict from attending the workshop.	4.8	5.0
2.	I learned more about myself from the workshop.	4.7	4.7
3.	I'm not sure where I stand on men's and women's issues.	2.0	1.9
4.	Reentry has been difficult for me.	2.7	2.6
5.	I would recommend this workshop for other men and women.	4.8	4.8
6.	The workshop was too intense for me.	1.6	2.0
7.	I consider myself a feminist.	4.1	4.3
8.	I have sought out personal support or professional services during reentry.	3.8	2.6
9.	I have cried since the workshop because of pain I experienced during the workshop.	3.3	2.4
10.	I believe that sexism is a form of violence between and among the sexes.	4.7	4.8
11.	I feel that gender role issues are mental health issues for me.	4.7	4.6
12.	The workshop has impacted my relationship with the most intimate person in my life.	4.3	4.0
13.	I plan to implement some action plans related to the workshop.	4.7	4.5
14.	I have already implemented some personal action plans related to the workshop.	4.5	4.3
15.	I have already implemented some professional action plans to the workshop.	3.8	3.9
16.	I have already implemented some political action plans related to the workshop.	2.9	2.9
17.	I feel that I will need assistance from the workshop leaders in the future.	2.9	2.6
18.	I feel less angry about women's gender roles since the workshop.	3.5	3.1
19.	I feel less angry about men's gender roles since the workshop.	3.7	3.5
20.	The workshop experience has affected my role as a parent, spouse, lover, son, daughter or friend.	4.6	4.7
21.	The workshop has helped me better understand my socialization process.	4.8	4.7
22.	Since the workshop, I am more aware of being devalued, restricted, or violated because of gender role conflict.	4.8	4.5
23.	I have been able to use gender role concepts and vocabulary to enhance my personal life.	4.6	4.4
24.	I have read some literature about men's and women's gender since the workshop.	4.1	4.3
25.	It has been difficult for me to discuss the workshop experience with others.	3.1	2.3
26.	Since the workshop, I am more aware of my own gender role devaluation, restriction and violation of others.	4.5	4.5
27.	I have greater understanding of my relationship with my mother or father from the workshop.	4.6	4.1

		1985 Workshop (N = 18)	1986 Workshop (N = 10)
28.	I feel that I have lost the sense of community experienced during the workshop.	2.6	2.3
29.	I learned from the workshop that alliances between men and women are still possible.	4.6	4.1
30.	I still feel a need for community support to foster my personal, political, and professional goals related to gender roles.	4.3	3.4
31.	Since the workshop, I have called, contacted, or talked with one or more workshop members about the workshop.	3.3	3.5
32.	I have experienced more personal gender role conflict since the workshop.	3.4	3.2
33.	I have experienced more gender role conflict with the opposite sex since the workshop.	2.9	2.7
34.	My sensitivity to the opposite sex's gender role conflict has increased since the workshop.	4.5	4.4
35.	The workshop has permanently altered my view of male-female relationships.	4.4	4.5
36.	I feel that I have continued forward with my gender role journey since the workshop.	4.4	4.4
37.	I plan to seek counseling or therapy in the future regarding my gender role conflict or issue from the workshop.	3.2	2.9
38.	I have intimately discussed how the workshop has impacted me with one or more trusted friends.	4.3	4.4
39.	The personal self disclosures during the workshop continue to impact me.	4.5	3.5
40.	My sensitivity to how gender role stereotypes damage men and women has increased since the workshop.	4.6	4.7
41.	The guided imagery at the beginning of the workshop (tracing my gender role development) continues to impact me.	3.6	3.1
42.	The guided imagery at the end (where there was a reunion of my personal friends, supports, and strengths) continues to impact me.	3.4	2.8
43.	I have not wanted to think about the implications of gender roles and the workshop on my life.	1.4	1.8
44.	I feel more empowered to affect change with gender role conflict in people's lives.	4.3	4.1
45.	Gender role conflict was apparent in the group dynamics of the workshop.	4.0	4.3
46.	Resolution of gender role conflict in the workshop was achieved by the workshop process and members.	3.8	3.2
47.	I was worried when there was conflict in the group.	2.6	2.9
48.	I worried about whether there was too much intensity in the workshop.	2.0	2.4
49.	Trust of the workshop leaders helped me feel free to disclose and participate.	4.7	4.3
50.	Since the workshop, I have felt emotional pain from an issue(s) that emerged during the workshop.	4.2	3.3
51.	I am not going to get over the workshop for a long time.	4.4	3.6
52.	I have reviewed my action plan since the workshop.	3.8	3.4

APPENDIX A

Syllabus for Workshop

EPSY 311: WORKSHOP IN EDUCATION

Masculinity, Femininity, and Gender Role Conflict: Implications for the Helping Professions

"Most uncertain of all is how women and men will get along during the decades of transition. Change is going to frighten some people and make others angry, and the line between liberation and loneliness will be blurred for awhile. But we are optimistic that the alliances the sexes will forge on the far side of change will be stronger, and will make more people happier, than the uneasy compromises of the longest war." (Tavris & Offir, 1977, The Longest War: Sex Differences in Perspective.)

DATES: First Summer Session - June 26, 27, 30; July 1, 2, 3, 1986 (Six 6-hour sessions)

TIME: 9:00 a.m. - 12:00 noon and 1:00 p.m. - 4:00 p.m. daily

STUDENTS: Undergraduate, Master, and Doctoral Students

PROCESS: Lectures, small group discussions, readings, music, sharing, group process, and self assessments

INSTRUCTION: Dr. Jim O'Neil, Associate Professor
Coordinator, Counseling Psychology Program
Department of Educational Psychology
School of Education
University of Connecticut
Storrs, CT 06268

Phone: (203) 486-4034

Marianne Roberts Carroll, M.A.
Teaching Assistant
Phone: (203) 423-9635

COURSE DESCRIPTION:

Intensive review of men's gender role socialization with an emphasis on men's and women's gender role conflict across the life span. Personal and professional implications of gender role conflict for men and women will be presented from an empirical, theoretical, and popular literature perspective.

COURSE OBJECTIVES:

(1) To define gender role terms and concepts from the literature.

(2) To review the biological, socialization, and cultural bases of gender role socialization of men and women.

(3) To define and give examples of the Masculine Mystique and Value System.

(4) To document men's fears of femininity across the centuries from mythological, sociological, and psychological literature.

(5) To present six patterns of gender role conflict (restrictive emotionality; power, control, and competition issues; homophobia; obsession with success and achievement; restrictive sexual and affectionate behavior; health care problems).

(6) To present the initial empirical data base for the six patterns of gender role conflict.

(7) To discuss the effects of the six patterns on men's and women's interpersonal, career, home, and health life.

(8) To present Pleck's (1981) sex role strain (SRS) analysis.

(9) To discuss the implications of gender role conflict on psychological health for men and women.

(10) To present the life cycle implications of gender role conflict using established paradigms in the psychological literature (Levinson, 1978; Block, 1973, 1984).

(11) To discuss the personal categories of gender role conflict (discrepancy-incongruence, devaluations, restrictions, and violations).

(12) To encourage students to personally analyze their lives from a gender role perspective.

(13) To present the professional implications of gender role conflict.

(14) To evaluate students' knowledge of concepts in course and also have the students evaluate the course.

SPECIFIC READINGS - BACKGROUND FOR WORKSHOP:

Albee, G. W. (1981). The prevention of sexism. Professional Psychology, 12, 1, 20-28.

Kahn, A. (1984). The power war: Male response to power loss under equality. Psychology of Women Quarterly, 8(3), 234-247.

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O'Neil, J. M. (1981). Patterns of gender role conflict and strain: The fear of femininity in men's lives. The Personnel and Guidance Journal, 60, 203-210.

O'Neil, J. M., & Fishman, D. (1986). Adult men's career transitions and gender-role themes. In Z. Leibowitz & D. Lea (Eds.), Adult career development: Concepts, issues, and practices. Alexandria, VA: American Association of Counseling and Development Press.

COURSE OUTLINE OF WORKSHOP

Section	Topics
1	- Definitions of gender role, gender role socialization, gender role conflict.
	- Biological, socialization, and cultural bases of gender roles (Block, 1973; 1984) of men and women.
	- Masculine mystique and value system from popular and professional literature.
	- Fears of femininity (O'Neil, 1981; 1982) and masculinity.
2	- Patterns of gender role conflict.
	- Effects of gender role conflict on career-interpersonal, home, and physical life of men and women.
	- Pleck's sex role strain analysis (Pleck, 1981).
	- Mental health implications of gender role conflict for men and women.
	- Research on gender role conflict with men and women.
3	- Life cycle implications of gender role conflict for men and women.
	- Levinson's (1978) masculine/feminine polarity.
	- Block's (1973) life span perspective on sex role development extrapolated from Loevinger's (1966; 1970) ego development stages.
	- Categories of gender role conflict: Devaluations, restrictions, violations across the life cycle.
4	- Personal implications of gender role conflict for men and women.
	- Gender role conflict inventory, analysis, and assessment.
	- Personal analysis of gender role conflict.
	- Professional implications of gender role conflict for men and women.
	- Implications for counseling, teaching, parenting, and positive mental health.
	- Collison's (1981) six-step educational approach.

Daily Themes of Workshop

Day	Theme
Thursday - 1	Expectations, Norms, Goals, Definitions, Violence, The Journey, Imagery
Friday - 2	Sex Differences, Socialization, Stereotyping
Monday - 3	Patterns of Gender Role Conflict (Men) Patterns of Gender Role Conflict (Women)
Tuesday - 4	Life Cycle, Gender Role Transitions, Themes, Relationship Enhancement
Wednesday - 5	Family Socialization - Mothers - Fathers - Sons - Daughters
Thursday - 6	Action Plan & Course

Movie Clips, Music Videos, Musical Recordings

Movies

(1) East of Eden
(2) Ordinary People
(3) Women in Love
(4) Honeymooners
(5) Intre Vous
(6) On Golden Pond
(7) Four Seasons
(8) Kramer vs. Kramer
(9) Superman Three
(10) Nine to Five
(11) Tootsie
(12) Diner

Music Videos

(1) Diana Ross - Swept Away
- All of You
- Muscles
- Missing You

(2) Marvin Gaye - Music Dialogue
- What's Going On

(3) Lionel Richie - You Mean More to Me
(4) The Jacksons
(5) Michael Jackson - Billie Jean
(6) Four Tops & Temptations
(7) Diana Ross
(8) Motown Singers - Someday We'll be Together
(9) Simon & Garfunkel - American Tune
- Bridge Over Troubled Waters

(10) Freddie Jackson - You are my Lady
(11) Windham Hills Mood Music
(12) Bruce Springsteen - Born in the USA
- Dancing in the Dark
- I'm on Fire
- Interviews with Bruce Springsteen

(13) We are the World
(14) John Lennon: Alive in New York City

MUSICAL RECORDINGS

(1) BACH BRANDENBURG CONCERTI #2, 5, 6
(2) VIVALDI - THE FOUR SEASONS
(3) AIRPORT
(4) BACH MUSICAL OFFERING
(5) BACH'S CONCERTO IN D MINOR
(6) BACH CONCERTO NO. 1 in A MINOR
(7) BACH CONCERTO NO. 2 in E MINOR
(8) BACH CONCERTO NO. 2 in A MINOR
(9) HARD TIME FOR LOVERS - JUDY COLLINS
(10) FEELING BETTER - HOLLY NEAR
(11) FREE TO GROW - HOLLY NEAR
(12) THE HOMECOMING QUEEN GOT A GUN - JULIE BROWN
(13) I LIKE'EM BIG AND STUPID - JULIE BROWN
(14) DIAMONDS & RUST - JOAN BIAZ
(15) THE RIVER - BRUCE SPRINGSTEEN
(16) DOWNBOUND TRAIN - BRUCE SPRINGSTEEN
(17) I WANT TO KNOW WHAT LOVE IS - C.M. JONES
(18) COVER ME - BRUCE SPRINGSTEEN
(19) DANCING IN THE DARK - BRUCE SPRINGSTEEN
(20) CHILD - HOLLY NEAR
(21) POWER - HOLLY NEAR
(22) THE GREATEST LOVE OF ALL - GEORGE BENSON

ASSIGNMENT - FINAL SUMMARY PAPER

The written requirement of the workshop is a two-page or more summary of your experience of the workshop. You may wish to discuss any aspect of masculinity, femininity, or gender role conflict. This analysis can be personal, professional, or political. It should be typed and sent to the instructor using the self-addressed envelope, by July 31, 1986.

SELECT BIBLIOGRAPHIC SOURCES USED IN WORKSHOP DESIGN, CONCEPTS AND FOUNDATION

Below is a partial list of sources reviewed for the workshop. They provide students with additional sources of reading and background on gender roles. Most of these sources are available during the workshop by filling out a book loan slip.

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Weng, M. (1982). Psychoanalytic-developmental theory and the development of male gender identity: A review. In K. Solomon & N. Levy (Eds.), Men in transition: Theory and therapy. New York: Plenum Publishing Company.

Yorburg, B. (1974). Sexual identity: Sex roles and social change. New York: John Wiley and Sons.

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APPENDIX B

Needs Assessments for 1985 and 1986 Workshops

NEEDS ASSESSMENT SUMMARY FOR WORKSHOP:

Masculinity, Femininity and Gender Role Conflict:
Implications for the Helping Professions (1985)

Sex: 7 Male 19 Female

Age: Range 23-45 Mean 33

Marital Status: 11 married 9 single 2 divorced 1 remarried
2 separated 1 committed

Means of Responses to Need Assessment Questions

Please answer the following questions using the 1-5 scale below:

5	4	3	2	1
Strongly Agree		(Neutral)		Strongly Disagree

4.1 1. I feel gender role issues are clearly mental health issues for people.

4.3 2. Gender role issues are currently important to me in my intimate relationships with people.

3.8 3. I consider myself a Feminist.

2.3 4. I'm not sure where I stand on men and women's issues.

4.1 5. I am taking the workshop to learn more about myself.

4.6 6. I am taking the workshop to have a better conceptual understanding of gender roles.

4.2 7. I would like to express my opinions about sexism, gender roles, and men.

4.0 8. I would value self disclosure as part of the workshop.

4.2 9. I would like media and music to be used to explicate critical points of the workshop.

4.8 10. I will be able to read the two manuscripts enclosed before the workshop begins on June 21, 1985.

4.0 11. I would like to have small group discussions as part of the workshop.

4.6 12. I would like a balance between lectures, discussions, small group exercises in the workshop.

4.5 13. I sometimes get angry about sexism and gender role issues.

3.7 14. I would like the instructor to present the workshop content objectively using data and scholarly references.

4.4 15. I want the instructor to communicate his/her biases and values about the content.

4.4 16. I want to hear other people's biases, values, and personal experiences during the workshop.

3.9 17. I have discussed taking this workshop with my spouse, lover, or intimate friend.

____ 18. Please assign percentage weights totalling 100% on how you would like the workshop to run:

34 lectures

24 large group discussions

22 small group discussions

24 self exploration and assessment through experiential activities

100%

____ 19. I am interested in purchasing at cost price the workshop materials, notes, papers, and information presented by Dr. O'Neil. Expected cost of materials will be $10.00-$15.00 (9¢ a page), reproduced at Express Press, Vernon, CT. This is the required materials for the course:

96% Yes, I will purchase workshop materials at the first meeting.

4% No, I'll take my own notes and do not need the workshop materials.

____ 20. Comments, Questions, Concerns, and Suggestions:

NEEDS ASSESSMENT SUMMARY FOR WORKSHOP:

Masculinity, Feminity and Gender Role Conlict:
Implications for the Helping Professions (1986)

Sex: 5 Male 20 Female

Age: 37.5

Marital Status: 13 Married 8 Single 4 Divorced 0 Remarried

Family Status: 12 Parent 11 Nonparent 1 Step Parent 1 Blank

Please answer the following questions using the 1-5 scale below:

5	4	3	2	1
Strongly Agree		(Neutral)		Strongly Disagree

4.2 1. I feel gender role issues are clearly mental health issues for people.

4.2 2. Gender role issues are currently important to me in my intimate relationships with people.

3.7 3. I consider myself a Feminist.

2.0 4. I'm not sure where I stand on men and women's issues.

4.0 5. I am taking the workshop to learn more about myself.

4.8 6. I am taking the workshop to have a better conceptual understanding of gender roles.

4.0 7. I would like to express my opinions about sexism, gender roles, and men.

4.0 8. I would value self disclosure as part of the workshop.

4.3 9. I would like media and music to be used to explicate critical points of the workshop.

4.5 10. I would like to learn more about the gender role journey.

4.4 11. I would like to have small group discussions as part of the workshop.

3.2 12. I have felt vacillation about my gender roles.

4.1 13. I hope to support others during the workshop.

4.4 14. I would like a balance between lectures, discussions, small group exercises in the workshop.

4.4 15. I sometimes get angry about sexism and gender role issues.

4.0 16. I would like the instructors to present the workshop content objectively using data and scholarly references.

3.7 17. I hope to explore gender role issues that emanate from my family.

4.6 18. I have experienced power-control issues with men and women around gender roles.

3.7 19. I want the workshop to produce change in my life.

4.3 20. I want the instructor to communicate his/her biases and values about the content.

4.3 21. I want to hear other people's biases, values, and personal experiences during the workshop.

3.7 22. I have discussed taking this workshop with my spouse, lover, or intimate friend.

23. Please assign percentage weights totalling 100% on how you would like the workshop to run:

29% Lectures

19% Large group discussions

26% Small group discussions

26% Self exploration and assessment through experiential activities

100%

24. I agree to read all assigned (see enclosed) readings before the workshop to adequately prepare myself for the workshop process.

95% Yes 5% No

25. I am interested in purchasing the workshop manual, notes, papers, and information presented by Dr. O'Neil. Expected cost of materials will be $15.00. This is the required materials for the course:

98% Yes, I will purchase workshop materials at the first meeting.

2% No, I'll take my own notes and do not need the workshop materials.

APPENDIX C

Selected Materials from the Manual:

Resource Materials for Workshop -- Masculinity, Feminity,

and Gender Role Conflict -- Implications for the Helping Professions[1]

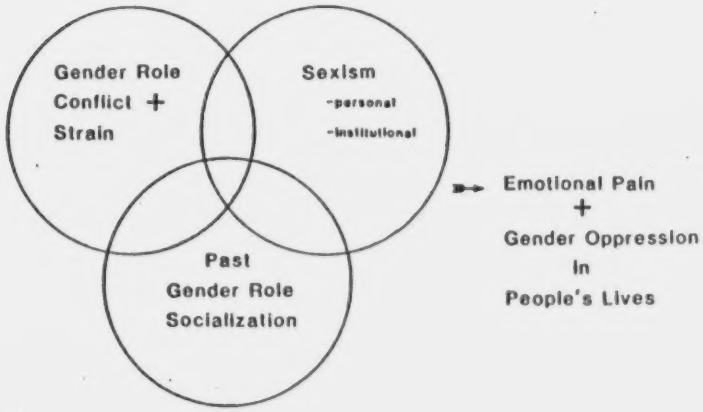
[1]Complete 76 page version of resource materials for workshop are available by writing The Center for Social and Gender Role Change, Box 1019, South Windsor, CT 06074. Enclose a check or money order for $15.00 to cover cost.

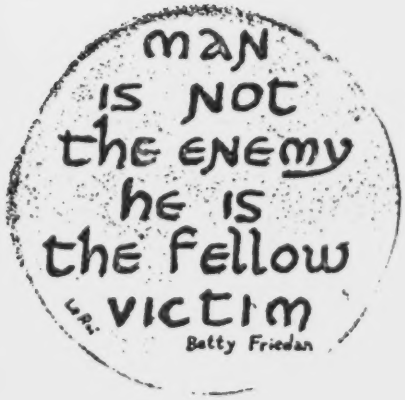
RESOURCE MATERIALS FOR WORKSHOP:

MASCULINITY, FEMININITY, AND GENDER ROLE CONFLICT -

IMPLICATIONS FOR THE HELPING PROFESSIONS[1]

An Analysis of Gender-Sex Dynamics in the 1980's





Voices From The Heart
National Organization For Changing Men
DECAL PROCEEDS SUPPORT CULTURAL WORK · (312)534-3833 · (314)725-6137

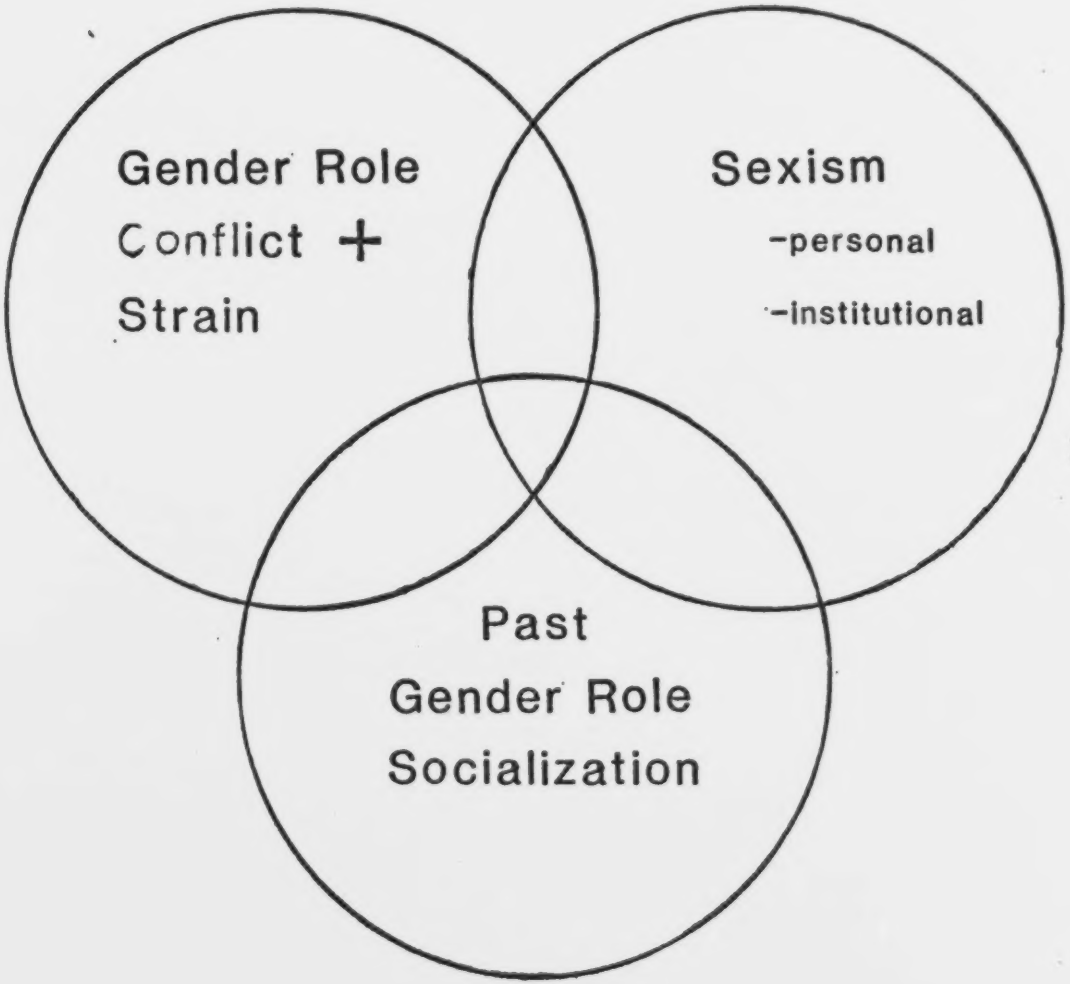
STOP SEXIST VIOLENCE!

---

[1]All materials copyrighted © O'Neil, 1985, Department of Educational Psychology, University of Connecticut, Storrs, Connecticut 06268.

James M. O'Neil, Ph.D.
Center For Social and Gender Role Change
Box 1019
South Windsor, CT 06074

An Analysis of Gender-Sex Dynamics in the 1980's



→ Emotional Pain
+
Gender Oppression
in
People's Lives

WORKSHOP DEFINITIONS

1. Gender Roles - behaviors, expectations, and role sets defined by society as masculine or feminine which are embodied in the behavior of the individual man or woman and culturally regarded as appropriate to males or females.

2. Gender Role Socialization - the process where children and adults acquire and internalize the values, attitudes, and behaviors associated with femininity, masculinity, or both.

3. Gender Role Conflict - a psychological state where gender roles have negative consequences or impact on the persons or others. The ultimate outcomes of this conflict is the restriction of the person's ability to actualize their human potential or the restriction of someone else's potential.

4. Gender Role Re-Evaluation - the process in which men and women assess, maintain, and redefine their feelings, thoughts, and behaviors about their masculine, feminine, and androgynous roles.

5. Sexism - any attitude, action, or institutional structure which devalues, restricts, or discriminates against a person or group because of biological sex, gender role, or sexual preference. Personal sexism is the subjective belief in the superiority of one sex, gender orientation, or sexual preference over another and specific behaviors that maintain this superiority. Institutional sexism is the overt, covert, and subtle mainifestations of personal sexism through institutional practices, structures, or policies.

6. Biological Sex Differences - differences in human functioning between the sexes based on innate, biological factors.

7. Psychological Sex Role Differences - differences in human functioning between the sexes based on psychological factors. The psychological study of sex role differences in personality is concerned with how the average female differs from the average male on a particular trait or behavior.

8. Masculine Mystique and Value System - complex set of values and beliefs that define optimal masculinity in society; based on rigid stereotypes and beliefs about men, women, masculinity, and femininity; implies the inferiority of femininity compared to masculinity as gender orientations.

9. Subordination of Feminine Values - to consider feminine values, attitudes, and behaviors; to believe that women, men, and children who display feminine characteristics are inferior, inappropriate, and immature. Learned during gender role socialization and explains conflict between the sexes.

10. Fear of Femininity - a strong, negative emotion in self or others associated with feminine values, attitudes, and behaviors.

11. Patterns of Gender Role Conflict

    A. Restrictive Emotionality - having difficulty expressing one's own feelings or denying others their rights to emotional expressiveness.

    B. Homophobia - Having fears of homosexuals or fear of being a homosexual; beliefs, myths, and stereotypes about gay people.

C. Control - to regulate, restrain, or to have others or situations under one's command.

Power - to obtain authority, influence, or ascendancy over others.

Competition - striving against others to win or gain something.

D. Restricted Sexual and Affectionate Behavior - having limited ways of expressing one's sexuality and affection to others.

E. Obsession with Achievement and Success - having a persistent preoccupation with work, accomplishment and eminence as a means of substantiating and demonstrating personal value.

F. Health Care Problems - Having difficulties maintaining positive health care in terms of diet, exercise, relaxation, stress, and a healthy life style.

12. Criteria To Assess Gender Role Conflict - It Happens When There Are:

A. Violations or restrictions of our personal rights by others who have rigid gender role expectancies, ideals, or norms.

B. Violations or restrictions of other people's personal rights by our own gender role expectancies, ideals, or norms.

C. Self devaluations - When we do not meet our own or other people's gender role expectancies, ideals, or norms.

D. Devaluations by others - When we do not meet other people's gender role expectancies, ideals, or norms.

E. Devaluations of Others - When others do not meet our own gender role expectancies, ideals, or norms.

F. Feelings of Incongruence, Loss, or Threat - When we experience gender role expectancies, ideals, or norms changing in the world.

13. Gender Role Revaluation - the process where men and women assess, maintain, and redefine their feelings, thoughts, and behaviors about their masculine, feminine, and androgynous roles.

14. Gender Role Transitions - events or non events causing change in gender-self assumptions and world views about gender roles.

15. Gender Role Transition Themes - a developmental and human issue involving the demonstration, revaluation, or integration of masculinity and femininity.

16. Feminist - a person who advocates social, political, and societal changes that will result in political, social, and economic equality between the sexes. Feminist recognize the destructive effects of personal and institutional sexism and take action to reduce it in both their personal, interpersonal, and work lives.

REVIEW OF MACCOBY & JACKLIN (1974)
PSYCYHOLOGY OF SEX DIFFERENCES

WHY STUDY SEX DIFFERENCES?

Because many unproven sex differences have been the basis for sexism and rigid sex role socialization.

RESEARCH ON SEX DIFFERENCES HAS BEEN:

A. Controversial and strongly debated
B. Biased by stereotypes of the researchers
C. Inconclusive

FOUR RELEVANT QUESTIONS IN THE SEX ROLE LITERATURE

1. What are the documented sex differences of men and women?
2. What are the origins of these sex differences? (Biology, socialization, both biology and socialization experiences)
3. Do the sexes have different gender-role socialization experiences in the family and early childhood?
4. What are the possible effects of a rigid gender-role socialization on male and female behavior?

1. FOUR AREAS WHERE PSYCHOLOGICAL SEX DIFFERENCES ARE WELL ESTABLISHED ACCORDING TO MACCOBY & JACKLIN

A. Verbal Abilities - female superiority
B. Visual-Spatial Abilities - male superiority
C. Mathematical Skills - male superiority
D. Aggression - males are more aggressive than females

UNDOCUMENTED SEX DIFFERENCES

1. Tactile Sensitivity
2. Fear
3. Timidity
4. Anxiety
5. Activity Level
6. Competiveness
7. Dominance
8. Compliance
9. Nurturance

Unfounded and Unproven Beliefs About Sex Differences

1. Girls more social than boys.
2. Girls more suggestible than boys.
3. Girls lower self-esteem than boys.
4. Girls better at rote learning and simple repetitive tasks.
5. Boys better at tasks that require higher level cognitive processing.
6. Girls more affected by heredity and boys by environment.
7. Girls lack achievement motivation compared to boys.
8. Girls are auditory and boys are visual.

2. WHAT ARE ORIGINS OF SEX DIFFERENCES OR HOW DO PSYCHOLOGICAL SEX ROLES DEVELOP?

FROM: A. Biological Factors
B. Socialization and Societal Factors
C. Both Biological and Socialization Factors

3. DO BOYS AND GIRLS RECEIVE DIFFERENTIAL SOCIALIZING EXPERIENCES?

A. Common Sense Answer: Yes

B. Research Results Answer: No
C. Maccoby & Jacklin's (1974) report of the research shows a uniformity in how the sexes are socialized.
D. Two Unexpected Findings of Maccoby & Jacklin's Analyses were:

1. Boys seem to have more intense socialization experiences than girls.
2. Boys receive "more pressure against engaging in sex inappropriate behavior, whereas the activities that girls are not supposed to engage in are much less clearly defined and less firmly enforced" (Maccoby & Jacklin, 1974, p. 348).

COMMENTS

1. Documented Biological Effects on Psychological Gender Roles:

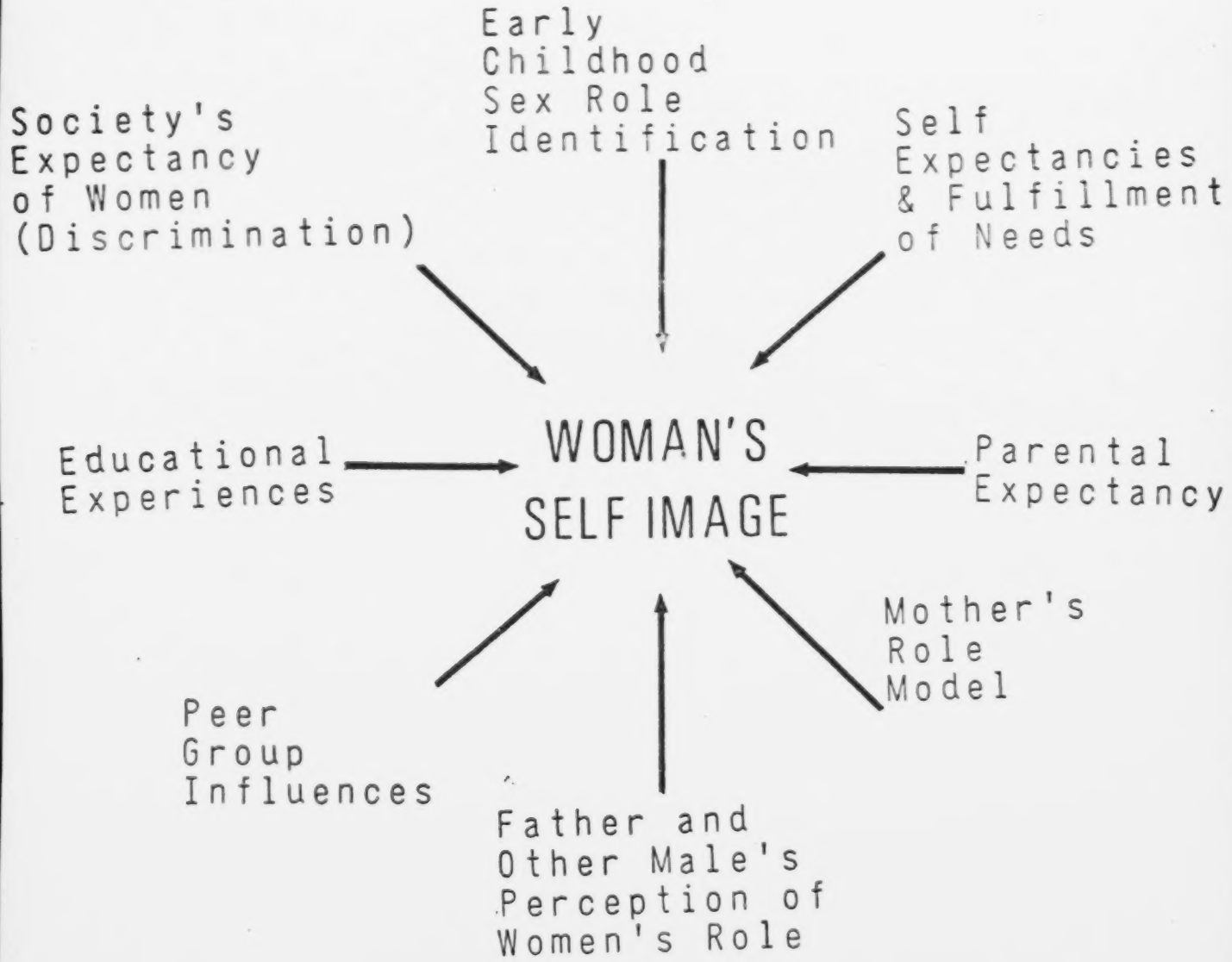
   A. Aggressive and dominant behaviors in men.
   B. Cognitive functioning in visual-spatial tasks in women.

2. Numerous authors indicate socialization can override any biological predispositions of men and women toward certain behavior patterns.

SUMMARY OF FIRST THREE SEX ROLE QUESTIONS:

1. Research is far from conclusive.
2. Few documented psychological sex differences have empirical backing.
3. There are few sex differences due to biology.
4. Most emerge from socialization and sex typing in the early childhood years.
5. Few documented differences on how boys and girls are socialized.
6. Boys have:
   - More intense socializing experience than girls.
   - More pressure to conform to unclearly defined masculine sex role.

FACTORS AFFECTING WOMEN'S SELF IMAGES FROM GENDER ROLE SOCIALIZATION


Early Childhood Sex Role Identification
Society's Expectancy of Women (Discrimination)
Self Expectancies & Fulfillment of Needs
Educational Experiences
WOMAN'S SELF IMAGE
Parental Expectancy
Mother's Role Model
Peer Group Influences
Father and Other Male's Perception of Women's Role

SOME PROBLEMS THAT WOMEN MAY FACE FROM THE SOCIALIZATION PROCESS

1. FEAR OF FAILURE

2. FEAR OF SUCCESS

3. FEAR OF LOSS OF FEMININITY

4. FEAR OF SOCIAL REJECTION

5. LACK OF CONFIDENCE

6. LACK OF ASSERTIVENESS

7. GUILT

VIOLENCE: A Contemporary Problem

DEFINITIONS OF VIOLENCE

A. Violence -n. 1) Swift and intense force 2) rough or injurious physical force, action, or treatment 3) an unjust or unwarranted exertion of force or power, as against rights, laws, or human dignity 4) a violent act or proceeding 5) rough or immoderate vehemence, as of feeling or language: i.e. the violence of his hatred.

KINDS OF VIOLENCE

1) Physical violence - bodily harm
2) Psychological violence - to be treated as a non-person; to be treated as an object (dehumanization)
3) Institutional violence - when the institution or organization violates human rights, dignity, and freedom to choose; to be treated as an object
4) Intellectual violence - to treat knowledge loosely, in a biased way without some form of objectivity; to lie by using words

THE PROCESS OF VIOLENCE*

Birth

Growth

Relatedness to the World

Pain, Struggle, Powerlessness

Indifference

Little Human Contact
(alienation)

Turns Inward
(depression)

Apathy
(passivity)

Violence to:
1) Self-suicide
2) Loved ones-homocide
3) Environment-destruction of property

Death
1) psychologically
2) physically

*Rough outline taken from Rollo May's Love and Will, W.W. Norton Co., Inc., 1969

"Violence is the ultimate destructive substitute which surges in to fill the vacuum where there is no relatedness:.

"When inward life dries up, when feeling decreases and apathy increases, when one cannot genuinely touch another person, violence flares up as a daimonic necessity for contact, a mad drive forcing touch in the most direct way possible .

DIFFERENT FORMS OF VIOLENCE*

1) Playful violence - the most normal and non-pathological form of violence. We find it in those forms in which violence is exercised in the pursuit of displaying skill, not in the pursuit of destruction, not motivated by hate or destructiveness.

2) Reactive violence - is employed in the defense of life, freedom, dignity, property. It is rooted in fear, and for this reason it is probably the most frequent form of violence. The fear can be real or imagined, conscious or unconscious. This type of violence is in the service of life, not of death; its aim is preservation, not destruction. Very often the feeling of being threatened and the resulting reactive violence are not based upon reality, but on the manipulation of man's mind; political and religious leaders persuade their adherents that they are threatened by an enemy, and thus arouse the subjective response of reactive hostility.

3) Revengeful violence - a step further in the direction of pathology. In reactive violence the aim is to avert the threatened injury, for this reason such violence serves the Biological function of survival. In revengeful violence on the other hand, the injury has already been done, and hence the violence has no function or defense. It usually is an irrational urge to take revenge. It is based on "an eye for an eye and tooth of a tooth morality".

4) Compensatory violence - a substitute for productive activity occurring in an impotent person. Compensatory violence is precisely that violence which has its roots in and which compensates for impotence. The man who cannot create wants to destroy.

5) Blood thirst violence - mainfests itself when a man is still completely enveloped to his tie to nature. His is passion for killing as a way to transcend life, inasmuch as he is afraid of moving forward and of being fully human.

*Taken from Erich Fromm's The Heart of Man - Its Genius for Good and Evil, Harper and Row, 1968.

ASSUMPTIONS ABOUT GENDER ROLE CONFLICT AND SEXISM IN THE 1980'S[1]

(1) Gender role socialization affects gender identity and personal beliefs about the nature of masculinity and femininity.

(2) Children socialized toward rigid stereotypes of masculine and feminine behaviors may learn restrictive attitudes and behaviors that limit their growth and ability to cope with the complexities of adult life.

(3) Rigidly socialized masculine or feminine stereotypes about men and women can produce gender role conflict and sexism.

(4) Gender role conflict and sexism can produce considerable psychological stress for men and women.

(5) Gender role conflict and sexism have caused men and women to devalue one another in order to solidify their own gender identities.

(6) The devaluation of women by men and the devaluation of men by women is a central concept in understanding how personal and institutional sexism operate in society.

(7) Neither sex is exclusively responsible for learned sexism and emanating from gender role socialization or conflict. Both men and women contribute to the maintenance of restrictive gender roles that produce gender role conflict. Both sexes need to take personal responsibility for how gender role conflict and sexism restrict their own or other's human potential.

(8) Most people will experience varying degrees of stress due to their gender role socialization, gender role stereotypes, and sexism.

(9) Gender role conflicts can be better understood if we continue to assess how gender role socialization, gender role conflict, and sexism mutually interact and affect our relationships with each other.

(10) Counselors and other human service providers need to be prepared to help men and women who are experiencing the effects of sexism and gender role conflict in their lives.

---

[1]Taken from the manuscript: Patterns of gender role conflict and strain: Sexism and fear of femininity in men's lives. Personnel and Guidance Journal, 60, (4), 1981, 203-210.

Gender Role Conflict Can Be Experienced As:

1. A Cognition -How we think about gender roles.

2. Affect -How we feel about gender roles.

3. Behavior--How we act, respond, and interact with others and ourselves.

4. Unconscious--Motivations and conflicts because of gender roles.

TABLE 1

PLECK'S 10 PROPOSITIONS OF THE SEX ROLE STRAIN (SRS) MODEL[1]

(1) SEX ROLES ARE OPERATIONALLY DEFINED BY SEX ROLE STEREOTYPES AND NORMS.

(2) SEX ROLES ARE CONTRADICTORY AND INCONSISTENT.

(3) THE PROPORTION OF INDIVIDUALS WHO VIOLATE SEX ROLES IN HIGH.

(4) VIOLATING SEX ROLES LEADS TO SOCIAL CONDEMNATION.

(5) VIOLATING SEX ROLES LEADS TO NEGATIVE PSYCHOLOGICAL CONSEQUENCES.

(6) ACTUAL OR IMAGINED VIOLATION OF SEX ROLES LEADS INDIVIDUALS TO OVERCONFORM TO THEM.

(7) VIOLATING SEX ROLES HAS MORE SEVERE CONSEQUENCES FOR MALES THAN FEMALES.

(8) CERTAIN CHARACTERISTICS PRESCRIBED BY SEX ROLES ARE PSYCHOLOGICALLY DYSFUNCTIONAL.

(9) EACH SEX EXPERIENCES SEX ROLE STRAIN IN ITS PAID WORK AND FAMILY ROLES.

(10) HISTORICAL CHANGE CAUSES SEX ROLE STRAIN.

---

[1]Taken from: Pleck, J. (1981). The myth of masculinity. Cambridge, MA: The MIT Press.

THE AMERICAN FAMILY - STATISTICS

DIVORCE

- 1.21 million divorces in 1981

  1.18 million in 1982

  The first decline since 1962

- 32% of all marriages in the U.S. are remarriages (Price-Bonham & Balswick)
- Those who divorce, 80% remarry; 75% remarry in 3-5 years
- Million children affected by divorce each year
- Marriage dissolution rates of the late 1970's imply that 1 of 3 white children and 2 of 3 black children born will experience a parental marital dissolution by age 16

STEP FAMILIES

- Over 15 million children living in stepfamilies (Roosevelt & Lofas; Visher & Visher)
- 25 Million stepparents in the U.S. (Roosevelt & Lofas, Visher & Visher)
- Projected by 1990 there will be more stepfamilies and single parent families than regular families (Masnick & Baone, 1980)
- 45%-50% of all children born today in America will live in single parent or step family households before they reach 18 years old (Visher & Visher in Messinger, 1982)

FAMILY LIFE

- Number of unmarried couples living together has tripled since 1970. In 1983, 1.9 million living together (Thornton & Freedman, 1983)
- 18% of all births in 1980 were out of wedlock
- 19% of households with children under 18 are headed by woman with no husband present
- Over half of all married women, including 49% of mothers of preschool children, now hold a paid job outside the home
- 1.1 working couples with children had only one spouse employed during the regular day. In 330,000 of these families, parents worked different shifts with no overlapping hours together
- 2 million children run away from home each year
- 6 million household burglaries in U.S. in 1982 (Uniform Crime Reports, FBI, 1982)
- 1 out of 3 households were broken into in 1982

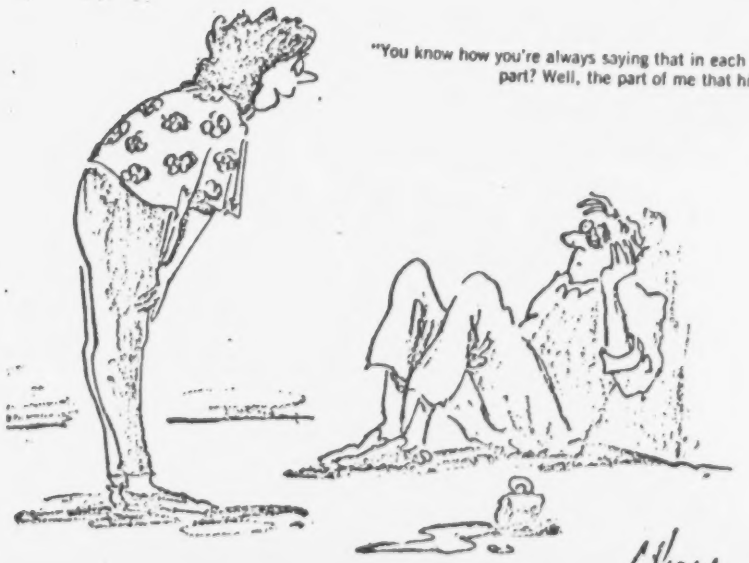
FAMILY LIFE: DIVORCE, STEPFAMILIES, AND BROKEN BONDS

- 40% OF ALL MARRIAGES END IN DIVORCE
- 1.1 MILLION DIVORCES IN 1982
- 1 MILLION CHILDREN AFFECTED BY DIVORCE ANNUALLY
- 15 MILLION CHILDREN LIVE IN STEPFAMILIES
- 2 MILLION CHILDREN RUN AWAY FROM HOME EACH YEAR

FAMILY LIFE: VIOLENCE AND ABUSE

EACH YEAR:

- 1 MILLION CHILDREN ABUSED OR NEGLECTED
- 1/2 MILLION AMERICANS OVER 65 ARE ABUSED BY THEIR FAMILIES
- 2-4-6 MILLION WIVES ABUSED BY HUSBANDS
- 2-4 THOUSAND WOMEN BEATEN TO DEATH
- 100-250 THOUSAND REPORTED INCIDENTS OF INCEST
- 20% OF ALL POLICE DEATHS AND
  40% OF ALL POLICE INJURIES
  RESULT FROM FAMILY DISPUTES



"You know how you're always saying that in each of us there's a masculine part and a feminine part? Well, the part of me that hit you is the masculine part."

TEN THEORISTS CONTRIBUTING TO PSYCHOANALYTIC-DEVELOPMENTAL KNOWLEDGE OF MALE GENDER IDENTITY

SIGMUND FREUD	CARL JUNG
HARRY STACK SULLIVAN	MARGARET MAHLER
ERIK ERIKSON	DANIEL LEVINSON
CEORGE VALLIANT	JOHN MONEY
ROBERT STOLLER	JOSEPH PLECK

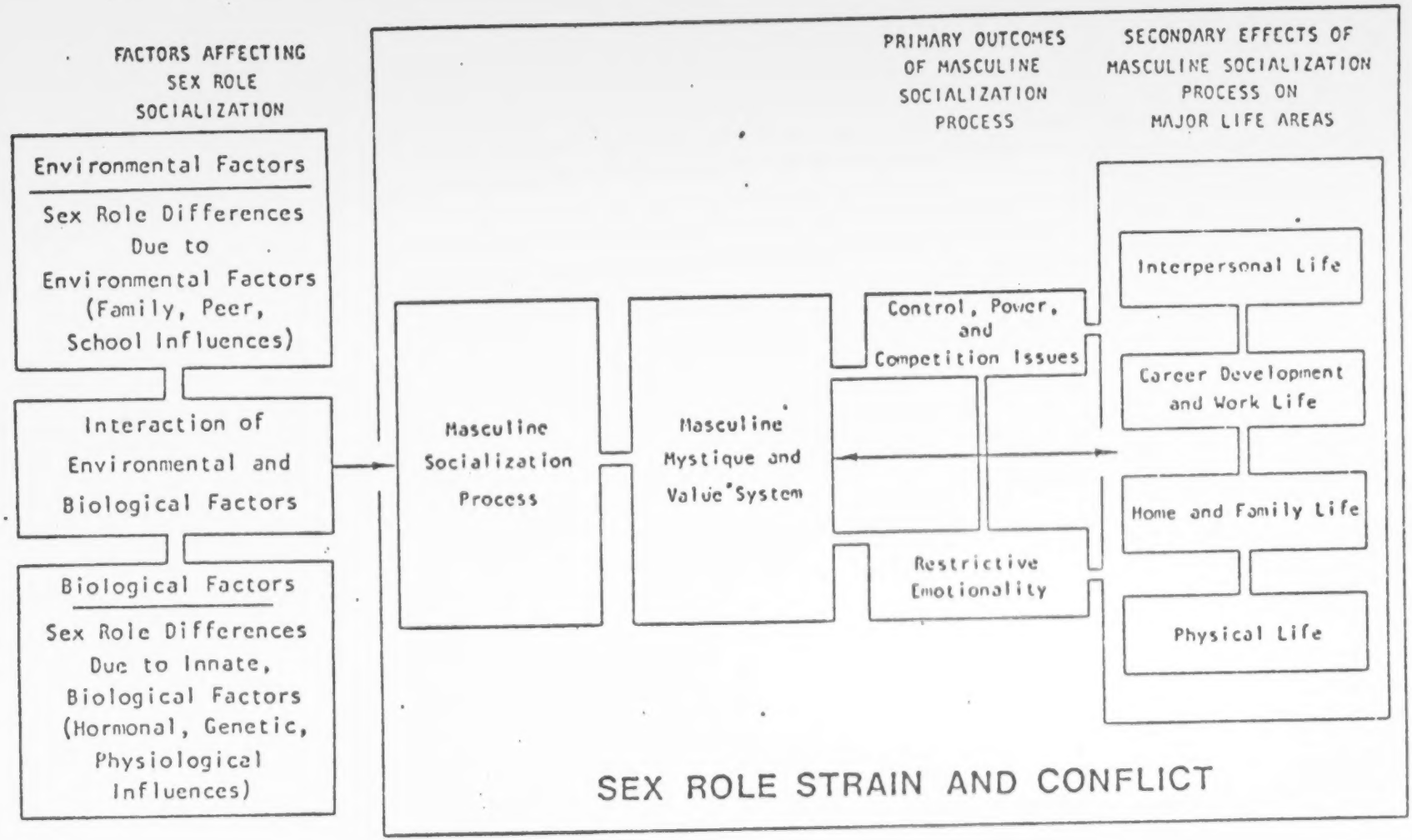

FACTORS AFFECTING SEX ROLE SOCIALIZATION
Environmental Factors
Sex Role Differences Due to Environmental Factors (Family, Peer, School Influences)
Interaction of Environmental and Biological Factors
Biological Factors
Sex Role Differences Due to Innate, Biological Factors (Hormonal, Genetic, Physiological Influences)
PRIMARY OUTCOMES OF MASCULINE SOCIALIZATION PROCESS
SECONDARY EFFECTS OF MASCULINE SOCIALIZATION PROCESS ON MAJOR LIFE AREAS
Masculine Socialization Process
Masculine Mystique and Value System
Control, Power, and Competition Issues
Restrictive Emotionality
Interpersonal Life
Career Development and Work Life
Home and Family Life
Physical Life
SEX ROLE STRAIN AND CONFLICT

Figure 1: A model depicting common themes in the sex role and men's literature on the factors, outcomes, and effects of the masculine socialization process

Published in The Counseling Psychologist, vol, 9, No.2, 1981

PATTERNS OF GENDER ROLE CONFLICT

Reprinted from the Personnel and Guidance Journal, 1981, 60, 203-210.

James M. O'Neil, Ph.D.
Center for Sexual and Gender Role Change
Box 1013
South Windsor, CT 06074

BEST COPY AVAILABLE

Patterns of Gender Role Conflict

1. Restrictive Emotionality

Having difficulty expressing one's own feelings or denying others their rights to emotional expressiveness.

2. Homophobia

Having fears of homosexuals or fear of being a homosexual; beliefs, myths, and stereotypes about gay people.

3. Control

To regulate, restrain, or to have others or situations under one's command.

Power

To obtain authority, influence, or ascendancy over others.

Competition

Striving against others to win or gain something.

4. Restricted Sexual and Affectionate Behavior

Having limited ways of expressing one's sexuality and affection to others.

5. Obsession With Achievement and Success

Having a persistent preoccupation with work, accomplishment and eminence as a means of substantiating and demonstrating personal value.

6. Health Care Problems

Having difficulties maintaining positive health care in terms of diet, exercise, relaxation, stress, and a healthy life style.

Table 3

MEANS, STANDARD DEVIATIONS, AND PERCENTAGE RATES FOR FOF SCALES (I & II)[1]

Fear of Femininity Scale - I

Factors	$\bar{X}^2$	S.D.	Strongly Agree (6) Agree (5) f	%	Undecided (4,3) f	%	Strongly Disagree (2) Disagree (1) f	%
Factor 1: Success, Power, and Competition	4.87	1.29	266	51	237	45	24	5
Factor 2: Restrictive Emotionality	3.28	1.73	72	14	281	53	174	33
Factor 3: Restrictive Affectionate Behavior Between Men - Homophobia	4.26	1.64	188	36	260	49	79	15
Factor 4: Conflicts Between Work and Leisure -- Family Relations	4.20	1.60	169	32	281	53	77	15

Fear of Femininity Scale - II

Factors	$\bar{X}^3$	S.D.	Very Much Conflict Very Uncomfortable (4) f	%	Much Conflict Uncomfortable (3) f	%	Some Conflict Comfortable (2) f	%	No Conflict Very Comfortable (1) f	%
Factor 1: Success, Power, and Competition	2.61	.609	23	4	289	55	203	39	12	2
Factor 2: Restrictive Affectionate Behavior Between Men - Homophobia	2.99	.736	130	25	275	52	111	21	11	2
Factor 3: Lack of Emotional Response	1.94	.680	5	1	93	18	297	56	132	25
Factor 4: Public Embarrassment From Gender Role Deviance	2.20	.686	12	2	152	29	294	56	69	13

[1]Sample sizes were 526 or 527.

[2]High score indicates higher self-concern regarding that attribute using scale Strongly Agree (6) to Strongly Disagree (1

[3]High score indicates higher self-concern regarding that attribute using scale of 4 (high) and 1 (low).

Generally, Gender Role Conflict Occurs in Situations:

1. Where negative consequences occur for the person or other people because of gender roles.

2. Where a person's rights to actualize their human potential are restricted by gender roles.

3. Where a person is experiencing mental or physical tension because of gender roles.

4. Where incongruence or discrepancy is experienced by the person between their gender role ideals/expectancies and their real/actual gender role behaviors.

TABLE 3

GENDER ROLE CONFLICT CATEGORIES

(1) DISCREPANCY - INCONGRUENCE

EXPERIENCED WHEN A PERSON OR OTHERS RECOGNIZE A DIFFERENCE BETWEEN THE REAL SELF AND IDEAL SELF CONCEPT ROOTED IN GENDER ROLE NORMS CAUSING INCOMPATIBILITY, CONFLICT AND STRAIN.

(2) DEVALUATIONS

EXPERIENCED WHEN PEOPLE NEGATIVELY CRITIQUE THEMSELVES OR OTHERS BECAUSE OF DEVIATION FROM STEREOTYPIC NOTIONS OF MASCULINITY, FEMININITY, OR ANDROGYNY RESULTING IN LESSENING OF STATUS, STATURE, OR POSITIVE REGARD.

(3) RESTRICTIONS

EXPERIENCED WHEN PEOPLE CONFINE THEMSELVES OR OTHERS WITHIN CERTAIN GENDER ROLE NORMS OR STEREOTYPES OF MASCULINITY, FEMININITY, OR ANDROGYNY RESULTING IN LIMITATIONS ON PERSONAL AND HUMAN RIGHTS OR POTENTIAL.

(4) VIOLATIONS

EXPERIENCED WHEN A PERSON DOES HARM TO THEMSELVES OR OTHERS BECAUSE OF DEVIATION FROM STEREOTYPIC GENDER ROLE EXPECTANCIES, NORMS, OR IDEALS OF MASCULINITY, FEMININITY, OR ANDROGYNY.

TABLE 2

PERSONAL, INTERPERSONAL, AND SITUATIONAL DIMENSIONS OF GENDER ROLE CONFLICT

WITHIN SELF	PRIVATE EXPERIENCE OF NEGATIVE EMOTIONS AND THOUGHTS FROM YOUR OWN GENDER ROLE CONFLICT.
FROM OTHER	INTERPERSONAL EXPERIENCE OF GENDER ROLE CONFLICT FROM PEOPLE WE INTERACT WITH RESULTING IN THE VIOLATION, RESTRICTION, OR DEVALUATION OF YOU.
TOWARDS OTHERS	OUR OWN GENDER ROLE CONFLICT VIOLATES, RESTRICTS, OR DEVALUES SOMEONE ELSE.

TABLE 5

GENDER ROLE FEARS, THREATS, LOSSES

GENDER ROLE FEARS - AN UNPLEASANT AND SOMETIMES STRONG EMOTION CAUSED BY PERSONAL INCONGRUENCES, DEVALUATIONS, RESTRICTIONS, AND VIOLATIONS FROM GENDER ROLE CONFLICT AND STRAIN.

GENDER ROLE THREATS - FEELINGS OF DANGER, WARNING, OR POSSIBLE INJURY AS OUR GENDER ROLE NORMS CHANGE AND AFFECT US.

GENDER ROLE LOSS -- THE PROCESS OF GIVING UP AND CHANGING STEREOTYPIC VALUES, ATTITUDES, AND BEHAVIORS OF MASCULINITY AND FEMININITY AND SEARCHING FOR MORE EFFECTIVE WAYS TO LIVE LIFE WITHOUT THESE RESTRICTIVE GENDER ROLE STEREOTYPES.

ADULT THEMES IN THE LITERATURE

(1) LIFE SPAN DEVELOPMENTAL FRAMEWORK

(2) MULTIPLE INFLUENCES

(3) DEVELOPMENT RARELY SMOOTH

(4) LIFE EVENTS EXPERIENCED AS DEMANDS

(5) DIFFERENTIAL EXPERIENCE OF DEMANDS

(6) VARYING DEGREES OF STRESS AND STRAIN

(7) REACTIONS TO STRESS AND STRAIN VARY
- ADAPTIVE
- NON ADAPTIVE
- COPING STYLES

(8) CAREER AND GENDER ROLE ISSUES NOT INTEGRATED FULLY IN ADULT DEVELOPMENT LITERATURE.

Lifespan Themes and Assumptions About Adult Development[1]

1. Life span development is a conceptual framework used to analyze individual development over time. Growth, development, and experiencing life events are continual processes, not limited to any one stage in life (Baltes, 1979; Baltes, Reese & Lipsitt, 1980; Danish, 1981; Zaccaria, 1965; Schlossberg, 1984).

2. Changes in human development come from multiple influences, and have biological, psychological, and environmental determinants (Danish, 1981).

3. Changes in individuals are considered in the context of the prevailing norms and within the historical time one lives (Baltes, Reese, & Lipsitt, 1980; Elder, 1975, 1979; Neugarten, 1976; Danish, 1981; Riegel, 1977).

4. Life cycle development may be influenced by normative age-graded factors including chronological age, biological maturation, and age-related socialization (Baltes, Cornelius, Nesselroade, 1980; Danish, 1981; Neugarten, 1976; Neugarten & Datan, 1973). Life cycle development may be influenced by normative history-graded factors. These are linked to historical time and occur to members of a similar cohort (generation) such as those experiencing an economic depression or war (Elder, 1975, 1979; Neugarten & Datan, 1973; Danish, 1981; Riegel, 1977). Life cycle development may be influenced by non-normative (idio-syncratic) life events and factors which do not seem to be linked to age or history-graded factors (Neugarten & Datan, 1973; Troll, 1975, 1981; Brim & Ryff, 1980).

5. Adult development is rarely smooth and is often characterized by progression, retrogression, repetition, and skipping (Hopson, 1981; Troll, 1981; Brammer & Abrego, 1981). Changes are ongoing and related. Therefore, it is necessary to view them within the context of the proceeding and following developmental changes (Danish, 1981; Gould, 1978; Levinson, et al., 1978; Erikson, 1963; Havighurst, 1953, 1972; Vaillant, 1977).

6. Preparatory changes are necessary for successful readiness to meet and master new life events (Zaccaria, 1965; Erikson, 1963; Havighurst, 1953, 1972; Levinson, et al., 1978; Gould, 1978; Vaillant, 1977).

7. Life event factors have been discussed as a series of inevitable demands placed on individuals by society (Zaccaria, 1965; Neugarten, 1976).

8. These life event factors have been differentially referred to as: turning points, transitions, normative life crises, major life events, developmental tasks, transformations, critical periods, life stressors; many of which have been described as age and stage related (Troll, 1981).

---

[1]Taken from O'Neil & Fishman (1985)

9. Adults continuously experience change in response to life events, although not necessarily at the same time or in the same way (Brim, 1976; Brammer & Abrego, 1981; Lowenthal, et al., 1975; Neugarten, 1976; Schlossberg, 1984).

10. As adults proceed through life cycle events, they have differential experiences of their movement. These can vary from unconscious to conscious experience, positive to negative perception, and resistant or open to change (Hopson, 1981; Gould, 1978; Schlossberg, 1984). Change, defined as transitions, can produce some degree of stress and strain (Hopson, 1981; Schlossberg, 1984; Gould, 1978; Brammer & Abrego, 1981; Offer & Sabshin, 1984; Lowenthal, et al., 1975).

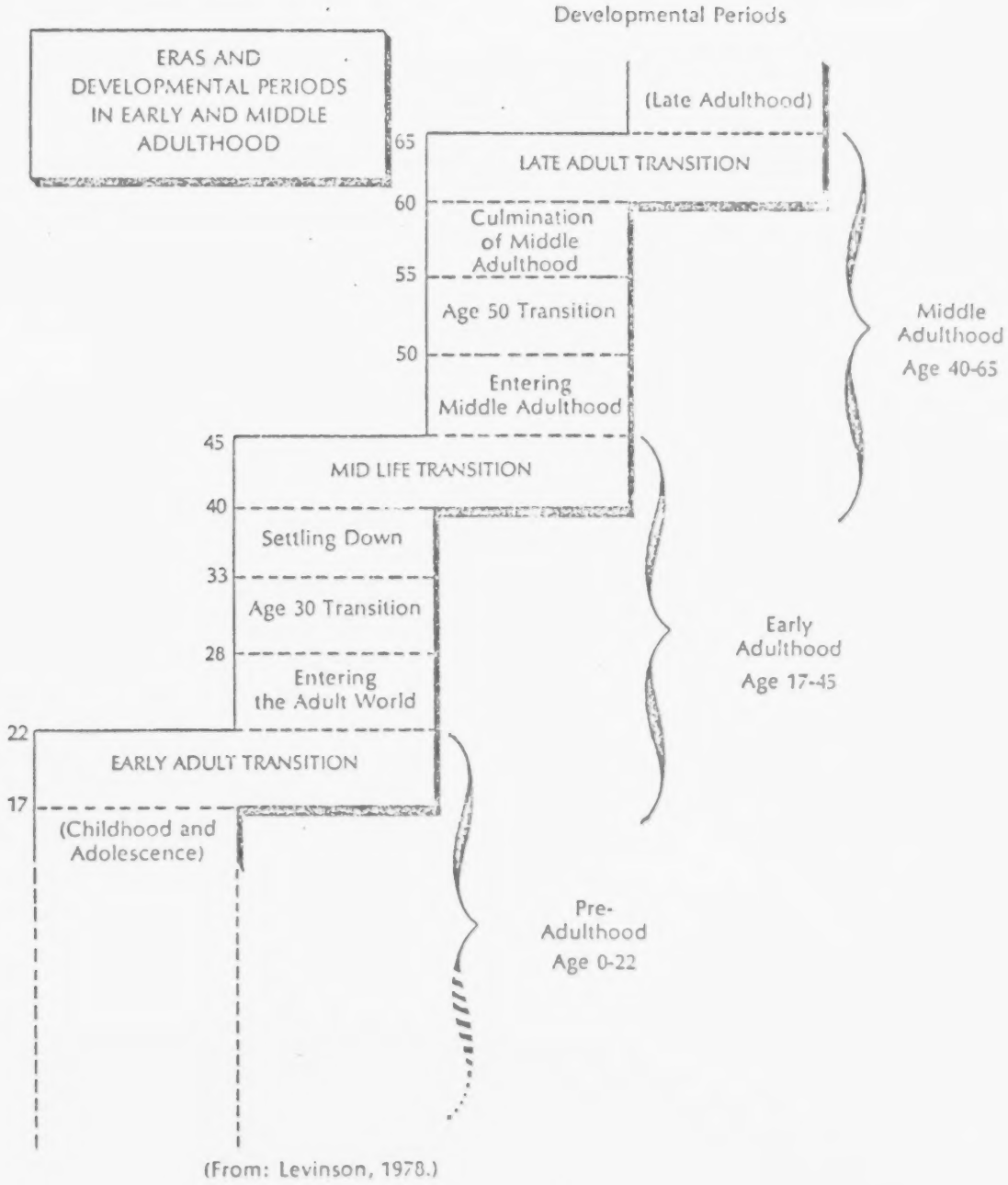
11. The amount of stress and strain an individual experiences may depend on the specific characteristics of the individual, the supportiveness of the environment, plus the timing, duration, and nature of the life event (Schlossberg, 1984; Hopson, 1981).

12. The adult response to life cycle events varies from adaptive to non-adaptive, including viewing it as an opportunity for growth, coping, or stagnation (Hopson, 1981; Moos & Tsu, 1976; Schlossberg, 1984; Gould, 1978).

13. As adults experience life events and transitions over the lifespan, they alter their views of themselves and their worlds (Brammer & Abrego, 1981; Schlossberg, 1981, 1984; Lowenthal, et al., 1975; Clausen, 1972).

14. Responding to life cycle events requires new stability and adaptation. Adults must develop new assumptions and behavioral repertoires to meet the demands of new situations (Schlossberg, 1984; Brammer & Abrego, 1981; Gould, 1978; Troll, 1981; Parkes, 1971; Brim, 1976; Brim & Ryff, 1980; Moose & Tsu, 1976; Hopson & Adams, 1977). Adults need flexibility in their coping styles to tolerate, survive, and optimally integrate their transitions over the life span (Gould, 1978; Brammer & Abrego, 1981; Vaillant, 1977; Parkes, 1971).

15. Practitioners interested in intervening with adults experiencing life cycle events must be prepared to utilize a multidisciplinary focus (Danish, 1981).



(From: Levinson, 1978.)

- CAREER TRANSITIONS

- GENDER ROLE TRANSITIONS

PARALLEL COURSES OF DEVELOPMENT

A D U L T D E V E L O P M E N T

C A R E E R D E V E L O P M E N T

G E N D E R R O L E D E V E L O P M E N T

MODELS OF GENDER ROLE TRANSITION PROCESS

(1) BLOCK'S CONCEPTION OF GENDER ROLE CHANGE (1973, 1984).

(2) REBECCA, HEFNER, & OLESHANKY'S SEX ROLE TRANSCENDENCE MODEL (1976).

(3) BEM'S NOTION OF ANDROGYNY (1974; 1975).

(4) LEVINSON'S MASCULINITY/FEMINITY POLARITY (1978).

STAGES OF SEX ROLE DEVELOPMENT

STAGE I. - UNDIFFERENTIATED: no differences between men's and women's roles, expectations, or behaviors.

STAGE II. - DIFFERENTIATED: strict separation of men's and women's roles.

STAGE III. - TRANSCENDENCE: behavior and choices do not depend on traditional connotations.

GENDER ROLE TRANSITIONS

EVENTS OR NON EVENTS CAUSING

CHANGE IN GENDER-SELF ASSUMPTIONS

AND WORLD VIEWS ABOUT GENDER ROLES.

GENDER ROLE TRANSITION THEME

A DEVELOPMENTAL AND HUMAN ISSUE

INVOLVING THE DEMONSTRATION,

REVALUATION, OR INTEGRATION OF

MASCULINITY AND FEMININITY.

Table 2

Gender Role Transition Themes Affecting Men's Career Development

Gender Role Transition Themes	*Definitions*
1. Success	1. Attaining wealth, favor, or eminence
2. Achievement	2. Successful completion and accomplishment brought about by resolve, persistence, or endeavor
3. Competence	3. Having adequate ability, qualities, and capacity to function in a particular way
4. Control	4. Regulating, restraining, and having people or situations under one's command
5. Power	5. Obtaining authority, influence, or ascendancy over others and one's environment
6. Competition	6. Striving against others to gain s[illegible]g and establishing one's superiority or skill
7. Strength	7. Having capacity for endurance physically, emotionally, intellectually, and spiritually
8. Personal Worth	8. Being valued by others and valuing self
9. Provider Role	9. Assuming economic responsibility for family
10. Personal Communication	10. Verbal and nonverbal ways of interpersonal exchange
11. Women's and Men's Work Roles	11. Perceptions of appropriate work roles for each sex
12. Fatherhood	12. Parental role with sons and daughters
13. Mentor Role	13. Resource, sponsor, and transitional figure for another person
14. Aging	14. Showing the effects or characteristics of getting older
15. Health Care	15. Recognition of factors that maintain a healthy life

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Taken From : O'Neil & Fishman, 1986

MEN ADOPT SELF DESTRUCTIVE
AND ALIENATING MALE ROLES,
NOT BECAUSE MEN ARE EVIL OR STUPID,
BUT BECAUSE A SEXIST SOCIETY CONFERS
REAL POWER ON THOSE WHO CONFORM TO
MALE SUPREMACIST VALUES.
(Harry Brod, 1986)

APPENDIX D

Workshop Process and Activities

Workshop Process and Activities - 1985

Day 1 - Friday, June 21

A.M. Classroom - First Floor (Brandenberg Concertos - J. S. Bach):

1. Jim's discussion of why he developed the workshop -- what topic means to him, professional process, and our process in planning the workshop.
2. Workshop members introduce themselves and state reason(s) for enrolling in the workshop.
3. Description of workshop format broken down into daily morning and afternoon schedule.
4. Brief summary of needs assessment data (see Appendix B).
5. Overview of gender role vocabulary -- definitions, patterns of gender role conflict, violence -- definitions of four kinds of violence (see pp. 1-3, 8-11 of workshop manual).
6. Introductory conversation between leaders about Julie Brown as an iconoclast and reverse sexism. The following songs were played: Homecoming Queen Has a Gun; I like Men Big and Stupid.

Break for Lunch

P.M. Lounge on Second Floor

1. Jim's journey (personal disclosure of his gender role journey over the years).
2. Guided imagery -- gender role socialization ended with participants writing their reactions to the imagery in their logs.
3. Participants briefly share their reactions to guided imagery in the large group.

4. Brief introduction to Bruce Springsteen -- description of his journey and image of masculinity, followed by video interview and "Dancing in the Dark."
5. Daily evaluations were completed while Vivaldi's Four Seasons was played.
6. Our processing day's events -- surprise with amount of self disclosure so early.

Day 2 - Monday, June 24

A.M. Classroom - First Floor (Musical Offering - J. S. Bach)

1. Checking in with the group for the first 30 minutes (Open comments and disclosures).
2. Brief review of MacCoby & Jacklin's analysis of sex role socialization and sex differences with Block's rebuttal. References to Pleck and Levinson (see workshop manual, pp. 4-5, 12, 27).
3. Large group discussion of gender roles and their relation to the world of work -- turned into political discussion -- first opportunity for group members to discuss their feelings about gender roles. Leaders cut off the debate which led to some conflict -- discussion ran until lunch break.

Break for Lunch

P.M. Lounge on Second Floor

1. Exercise -- Generating lists of gender role stereotypes in three small groups -- One all male and two all female (see Appendix G).
2. Review and discussion of lists in large group resulting in tension and questions about the task and the purpose. Expression of disagreement about splitting the groups according to sex. Participants reluctant/

resistant to owning their use of any of the stereotypes (except for one participant). Much tension between men and women about the words used on lists.

3. Brief review of categories of gender role conflict (see workshop manual, pp. 11, 20, 21, 22, 23).
4. Closing song: Hard Time for Lovers (Judy Collins).
5. Daily evaluation completed.
6. Our processing day's events and evaluations. Decision made to share evaluation feedback with the group. Noted the groups' assertion for more control. Discussion of tension created by the list exercise. Decision to share that reaction with the group to facilitate the group confronting the conflict.

Day 3 - Tuesday, June 25

A.M. Lounge on Second Floor

1. Evaluations read to the group asking them to wait until P.M. to react.
2. Lecture on patterns of gender role conflict and fear of femininity (see workshop manual pp. 16-19).
3. Introduction to movie: Superman III - Discussion focused on the following question: What happens to men when they lose their power?

Break for Lunch

P.M. Lounge on Second Floor

1. Taking the pulse of the group -- opening with feelings about the tension the leaders sensed in the group concerning the lists, as well as our need

to deal with tension or conflict. Group members voiced anger about leaders manipulating the group in the A.M. by sharing evaluation feedback and not allowing time until the P.M. for reactions. Personalization of feedback by some group members influencing their participation throughout the day. Expression of power struggle with leaders. Group members confronted personalization process as member choice rather than imposed by the decisions made by the leaders. As complete a resolution as possible of these issues was obtained given the issues and size of the group.

2. Closing song and video: American Tune (Simon and Garfunkle).
3. Daily evaluations completed.
4. Leaders processed day's events and evaluations. Decisions about format for next day based on members' response to the conflict and expressed need for the tone to be lighter.

Day 4 - Wednesday, June 26

A.M. Lounge on Second Floor

1. Unfinished business - previous day's conflict.
2. Lecture on life cycle issues, gender role themes, transitions and revaluation (see workshop manual, pp. 14-32).
3. Songs by Holly Near: Feeling Better; Free to Grow.
4. Introduction to the Honeymooners video: Humor in relationships, men's pain, male-male relationships, male-female relationships, devaluations, restrictions, and violations.
5. Springsteen video: I'm on Fire. Brief discussion of meaning of video and sexual aspects of male-female relationships.

Break for Lunch

P.M. Lounge on Second Floor

1. Checking in with the group about schedule options -- as an attempt to give power to the group.
2. Small group exercise -- three coed groups -- How to make male-female relationships functional and nonviolent (see Appendix G). Large group sharing responses to exercise in first floor classroom.
3. Closing song: I Want to Know What Love Is (C. M. Jones).
4. Daily evaluations
5. Our processing day's events and evaluations.

Day 5 - Thursday, June 27

A.M. Lounge on Second Floor

1. Checking in with the group -- unfinished business.
2. Lecture on families, including statistics on violence (see workshop manual, pp. 13-14). Closed with song by Holly Near: Watch Out.
3. Song: Cats in the Cradle (Harry Chapin)
4. Marianne's disclosures on Father-Daughter relationships ending with discussion of parallels between fictional and real relationships between Henry and Jane Fonda. Excerpts from movie: On Golden Pond.

Break for Lunch

P.M. Lounge on Second Floor

1. Checking in with the group -- set up community lunch for Friday's closure.
2. Small group discussions -- two coed groups, then large group sharing reactions to the events of the day on families, fathers, and mothers.

3. Closing songs: Downbound Train (Bruce Springstein)
   Cover Me (Bruce Springstein)

4. Daily evaluation

5. Leaders processed day's events and evaluations.

Day 6 - Friday, June 28

A.M. Lounge on Second Floor

1. Opening song: The Greatest Love of All (George Benson).

2. Checking in with the group -- Processing reactions, reunion date set, program issues discussed, reentry issues and support in reentry process (large group).

3. Action plans -- Written and shared in large group (see Appendix G).

4. Final evaluation completed

Community Lunch

P.M. Lounge on Second Floor

1. Guided imagery to help with reentry -- Support system outside of group, discussion of reactions to imagery.

2. Closing song: Prayer for Peace (Gary White)

3. Goodbyes.

Workshop Process and Activities - 1986

Day 1 (Thursday)

A. Theme: Workshop Expectancies, Norms, Goals, the Gender Role Journey

B. Media: (1) Bach's Concerto No. 1 in A Minor
(2) The Homecoming Queen's Got a Gun (Julie Brown)
(3) I Like'em Big and Stupid (Julie Brown)
(4) Airport Music
(5) Bruce Springsteen Interview with: - Born in the USA
- Dancing in the Dark
(6) The Four Seasons (Vivaldi)

C. Lectures: (1) Why the Workshop was Developed
(2) Report of Needs Assessment Data (see Appendix B)
(3) Gender Role Vocabulary and Relevance to Violence (see Workshop Manual, pp. 1-3; 8-10)
(4) Presentation: The Gender Role Journey: A Context for the Workshop
(5) The Gender Role Journey Continuum (see Table 1)

D. Structured Exercises
(1) Personal Introduction
(2) Guided Imagery Experience on past gender role socialization

E. Large and Small Group Exercises
(1) Reactions to Guided Imagery (see Appendix G)

F. Daily Evaluation

Day 2 (Friday)

A. Theme: Sex Differences, Socialization, and Stereotyping (see Workshop Manual, pp. 4-5)

B. Media: Movie - 9 to 5

C. Lectures: (1) Summary of Research on Sex Differences on Gender Role Socialization (see Workshop Manual, pp. 4-5)
(2) Lecture on Gender Role Devaluations and Restrictions (see Workshop Manual, pp. 20-23)

D. Structured Exercises
(1) Sex Difference Checklist (see Appendix G)
(2) Assumption About Sexes Task (see Appendix G)

E. Large and Small Group Exercises:
   (1) Small Group Generation of Gender Role Stereotypes (see Appendix G)
   (2) Large Group Discussion on Small Groups Reports

F. Evaluation

Day 3 (Monday)

A. Theme: Patterns of Gender Role Conflict for Men and Women (see Workshop Manual, pp. 16-19)

B. Media: Superman III
   Tootsie
   Free to Grow
   Feeling Better

C. Lectures: (1) Masculine Mystique, Fear of Femininity, Patterns of Gender Role Conflict for Men
   (2) Patterns of Gender Role Conflict for Women (see Workshop Manual, pp. 16-19)

D. Structure Exercises
   (1) Gender Role Conflict Inventory (see Appendix G)

E. Large and Small Group Exercise
   (1) Large group discussion of Women's Gender Role Conflict

F. Evaluations

Day 4 (Tuesday)

A. Theme: Life Cycle, Gender Role Transitions and Themes

B. Media: (1) Kramer vs. Kramer
   (2) American Tune
   (3) Bridge Over Troubled Waters

C. Lectures: (1) Adult Life Cycle, Gender Role Transitions and Themes (see Workshop Manual, pp. 24-32)

D. Structured Exercise:
   (1) How to make Male-Female Relationships Functional and Non-Violent Around Gender Roles (see Appendix G)

E. Large and Small Group Exercise
   (1) Small Group activity focused on male-female relationships
   (2) Large Group processing of conflict dynamics generated by morning exercise

F. Evaluations

Day 5 (Wednesday)

A. Theme: Family Socialization, Mothers, Fathers, Sons, Daughters

B. Media: Marvin Gay Music Videos
On Golden Pond
Ordinary People

C. Lectures: (1) Violence in the U.S. Family - Marvin Gay's Life and Death
(2) Father-Daughter Relationships (see Workshop Manual, pp. 13-14)

D. Structured Exercise
(1) Gender Role Devaluation and Restriction Analysis (see Appendix G)

E. Large and Small Group Exercise
(1) Small Group Process on student's family dynamics

F. Evaluations: Assigned Gender Role Devaluation and Restriction Analysis (see Appendix G)

Day 6 (Thursday)

A. Theme: Personal Restriction and Devaluation, Action Plans, and Summary

B. Media: Stop in the Name of Love (The Hollies)
Power (Holly Near)

C. Lectures: (1) Gender Role Devalaution and Restriction (see Workshop Manual, pp. 20-23)
(2) Actions plans, reentry issues, and closure

D. Structured Exercise
(1) Generation of Action Plans and Question on Closure (see Appendix G)

E. Large and Small Group Exercise
(1) Community Lunch

F. Evaluations

APPENDIX E

Daily Evaluation Form and Individual Summaries

of Daily Evaluations from Written and Numerical Feedback of Workshop

Participants for 1985 and 1986 Workshop

EPSY 311
J. M. O'Neil

DAILY EVALUATION

___ Thursday ___ Friday ___ Monday ___ Tuesday ___ Wednesday ___ Thursday

I. Please place one mark on each line below that reflects your reactions to the workshop:

Clear	___	___	___	___	___	___	Confused
Theoretical	___	___	___	___	___	___	Practical
Valuable to me	___	___	___	___	___	___	Worthless to me
Organized	___	___	___	___	___	___	Disorganized
Structured	___	___	___	___	___	___	Unstructured
Satisfactory	___	___	___	___	___	___	Unsatisfactory
Emotional	___	___	___	___	___	___	Unemotional

II. Please indicate your reaction to the:

Morning Session

Very Positive ___ ___ ___ ___ ___ ___ Very Negative

Comments:

Afternoon Session

Very Positive ___ ___ ___ ___ ___ ___ Very Negative

Comments:

III. What are two things we could do to improve the next workshop session?

IV. What were the major learnings you gained from today's workshop?

V. What is one way you might put this learning into practice in your personal and professional life?

VI. Additional comments, reactions, or concerns:

Day 1 - Friday, 1985

The workshop members' reactions to the first morning session were mixed in that some found the overview of the workshop shedule was helpful while others stated it was repetitive and requested the use of an outline instead. However, the leaders felt it was a helpful way to facilitate expectancy setting in relation to topic areas to be covered. Group members felt they needed more time to discuss their present level of consciousness with regard to their own gender role socialization process.

The afternoon session raised self disclosure issues for group members. Some individuals chose to be very disclosive based on leader modeling and a guided imagery experience. This was valuable for some people, but difficult and even overwhelming for others. Group members stated a need for time to unwind after sharing, prior to leaving for the day. Overall group members expressed feeling the day was well planned, had a good balance of theory and discussion, as well as cognitive and affective components, and that the variation of learning stimulus was liked and very effective.

Individuals expressed their major learning as the commonality of gender related issues, concerns, thoughts, feelings and experiences shared by many group members. This was validating and enlightening for individuals who stated feeling "not alone" in regard to gender role issues.

Group members expressed that it was helpful and affirming to explore their socialization related to gender roles and to share these thoughts and feelings in the group which reinforced the appropriate use of self disclosure. Individuals left the day feeling a need to confront sexism presonally and professionally, to increase their awareness of and sensitivity to gender role issues in multiple relationships, and to be more open about feelings and thoughts with others around these issues.

Day 2 - Monday, 1985

The member reactions to the morning session were mixed again today. The disagreement occurred in relation to the appropriateness of the morning discussion. Some members felt the discussion got out of hand, away from the focus, and was subjective and defensive. Other group members stated the discussion was important and thought provoking, as well as prematurely terminated by group leaders.

The afternoon session also raised mixed reactions to a stereotype-listing exercise. Some individuals felt more clarification was needed about the task of the exercise. Some group members objected to splitting the larger group into same sexed small groups due to the fact that they perceived it as increasing defensiveness and splitting between male and female factions. People expressed a need for more time to process the exercise experience and the anger that it evoked in some group members. Others stated the exercise was cathartic and a good assessment of the differences in male and female styles of presenting their stereotypes to the group. The exercise was described as risk-taking by some group members. Overall, the group expressed a need to regain cohesion after the exercise and stated an increased sensitivity to how people are affected by stereotypes.

The major learnings stated by group members were: the commonality of fear of being victimized among women; the need for men and women to talk more, an increased awareness of hostility between the sexes, specifically expressed within the group after the stereotyping exercise; and a concrete realization of the pain and destructiveness of stereotypes. Both personally and professionally, group members saw a value in the events of the day in that there was in increased awareness of how much stereotypic thinking plays a part in personal and professional relationships and how it interferes with individual effectiveness. Group members reported a realization of the emotional impact of gender role issues.

Day 3 - Tuesday, 1985

This morning's session was opened by the leaders reading aloud some of the conflicting feedback about discussions of the day before which was received on the daily evaluations. Leaders asked group members to think about what was read and told them that there would be time to discuss the feedback later in the day. This evoked a lot of negative feedback from the group members on that daily evaluation. Individuals felt it was unfair of the leaders to present the feedback from the day before and not allow the group time to process it or react to it. This prompted a request from group members to allot thirty minutes each morning, or prior to going on to a new topic, for the group to discuss any unfinished business and to do group perception check to keep the format of the workshop alligned with the needs of the group.

The afternoon session was consumed by the need for group members to process their feelings about how the feedback issue was handled in the morning session. There was much conflict noted in the group between group members who took the feedback very personally and those that did not, as well as group members expressing feeling manipulated by the group leaders. This conflict was processed by the group with the resolution reached in an acceptance of individual's feelings and an increase in sensitivity to individuals in the group. Overall, the group processing this conflict proved to be positive for most group members to experience or observe and was valuable to group cohesiveness. Individuals also noted that through the open confrontation of group conflict, the gender role issues of power, control, and competition were acted out live and proved to be a more constructive learning experience for group members. Group members noted that with emotions being confronted and processed in the group, the workshop was at the same time very valuable on a cognitive level, and that the group was providing an experiential learning of the gender role concepts presented in the workshop. However, some group members expressed feeling drained by this multilevel learning experience.

Day 4 - Wednesday, 1985

The group as a whole responded positively to the practice of taking the first 15 to 30 minutes in the morning to check in with group members and to resolve any unfinished business. This time for sharing and processing increased a sense of group cohesiveness for group members as well as supplied a more comfortable reentry each morning.

The afternoon was composed of a small group exercise to create lists of ways to make male and female relationships more functional. After each group collaborated on their list, the groups presented each list to the larger group for the purpose of discussion. This exercise was responded to by group members in a very positive way. Some individuals stated that the exercise touched on marital issues which they planned to discuss with their spouse. Others stated that through the exercise they had gained specific ideas for improving their relationship with their partner. One group member said the exercise demonstrated a broader range of alternatives in working through conflict in relationships. Another group member reported that the exercise helped to clarify his/her personal needs in relationship with their partner. Individuals stated they wished there was more time allotted to process the lists and to discuss ways to operationalize group suggestions to improve male/female relations. Several individuals also said they needed to see more of a focus on sexual characteristics and issues in male/female relationships as well as needing more time for personal sharing about relationships and expectations.

The daily evaluations noted a positive response to the stimulus variation as an effective teaching technique. Individuals stated that lectures, discussions and the use of media enhanced processing of information from theory to practice. Many group members encouraged the continued use of the varied techniques. Individuals also found the variety of stimuli very refreshing and adding a meaningful and powerful dimension to the workshop.

Day 5 - Thursday, 1985

The group again responded about the stimulus variation and use of lecture and media as a good mixture, provocative, emotional, and impactful. Group members also responded to the use of selfdisclosure by leaders in relation to the topic of father-daughter relationships. Most individuals expressed feeling positive about the presentation as a vehicle to process their feelings about their fathers and lead to an increased sense of intimacy in the group. Group members also expressed feeling an increased awareness and sensitivity and understanding of the role of their fathers in their lives.

The afternoon session was structured so that group members were able to break up into 2 smaller groups and process their reactions to the morning session. Individuals responded very positively to the opportunity to react to the presentations and share their feelings specifically related to their families. Individuals stated learning of the great impact parents have on the lives of their children and feeling comfortable with self expression in the smaller groups. Group members expressed gratitude and compassion for sharing of experiences with fathers.

The group also reacted to the impending end of the workshop on these evaluations. Some members stated they felt fear about ending, as well as loss. Others stated they felt re-entry would be frightening due to the fact that they were feeling so much in the group. One individual listed the following feelings about the group experience: "Scared, sad, happy, enriched, overwhelmed, and in love with the group." Another group member expressed a desire to turn back the clock, feeling a need for more time together as a group. Other group members expressed a need for a group reunion, and telephone list. And finally, one individual asked us not to end the workshop.

These personal reactions were very helpful in our planning the final day

of the workshop around dealing with reentry issues. The feedback from group members about their personal needs enabled us to structure the end of the workshop sensitively, offering group members time and an opportunity to process the termination of the group experience and its effect on individual group members.

Day 6 - Friday, 1985

The entire morning session was focused on closure and re-entry issues for group members. Group members expressed difficulty with ending their workshop experience due to the heightened sense of community achieved and the feeling that individuals outside of the group would have difficulty understanding the impact of the workshop on individual member's personal and professional lives.

Reentry was facilitated by two group exercises: the first being an action plan sheet which asked group members to focus on what they would plan to do with what they learned during the workshop on the personal, professional and political level. Group members responded positively to the exercise in that it helped individuals to focus on the application of their learnings in concrete ways. Individuals noted that the workshop experience enabled them to move quickly from content to application within the group, and that this was a most valuable learning. The second exercise was a guided imagery involving individuals becoming aware of and in touch with their support network outside of the group. This was also responded to positively by group members.

The sense of community and value of the learning process prompted a request by group members for a reunion date to be set and planned for in September, 1985. Group members expressed a need to continue to learn about gender role issues within this group context.

The group engaged in a community meal which members collaborated on and which enhanced a more social atmosphere for individuals to take time to say goodbye to one another. This proved very difficult for some group members in that it was a more emotional experience than they had anticipated.

Day 1 - Thursday, 1986

The group members' reactions to the morning session were mostly positive. Some expressed liking the setting created for comfort and an opportunity for workshop members to converse informally before we got started. We opened with a lecture on why the workshop was developed, a report on the needs assessment data, a brief presentation of gender role vocabulary and the gender role journey as a context to experience the next six days. We also presented the group with the gender role journey continuum. Some group members stated our introduction was too long. Other members commented the resource manual was excellent and the introduction was a solid orientation for the rest of the workshop. This groundwork provided relief to some group members. One comment made about the personal introduction was that the facilitators imposed too much structure on reactions and expression of emotion.

The afternoon session involved a guided imagery experience followed by a large group discussion of the members' reactions. For some it was intense and personally painful in terms of remembering gender role socialization experiences. Others commented on how they liked the integration of multiple stimuli related to the use of the music and video recordings to highlight daily content.

Group members reported the following learnings: How much childhood experiences influence gender role socialization and the journey, personal disclosures added to a sense of group and highlighted commonalities and differences. There was a commonality noted in terms of feelings and experiences around gender role issues. Individuals had mixed response to self disclosure with some wanting to talk and share sooner in the day, while others reported some difficulty with group members being personal. However, overall they reported leaving the first day with an increased awareness of gender roles and increased desire to explore this topic personally and professionally.

Day 2 - Friday, 1986

The second day opened with the leaders checking in about unfinished business from the first day. Group members reported appreciating time to regroup and review reactions to first day. We then started with a lecture and summary of research on sex differences and gender role socialization. Specific to the lecture was information on gender role devaluations and restrictions. Workshop members filled out the Sex Difference Checklist. We ended the morning session with a clip from the movie, "9 to 5". Members enjoyed the sex difference exercise and media stating the morning was fast paced and the media provided clear examples of gender role conflict that was thought-provoking.

The afternoon session was consumed by an exercise where 3 groups listed assumptions (stereotypes) about each sex. This was viewed as "positive, firm, very informative, clarifying and beneficial." Some members expressed having much to think about and feeling a need "to get at our own attitudes."

Improvements noted were mixed. Some members voiced liking the format while others asked for more time to process and more time for the group process to evolve with facilitators providing less direction and leaving more unstructured time. A request was noted for more small group discussions so that members had more individual time to process and share reactions.

Day 3 - Monday, 1986

After checking in with group members about any unfinished business, the morning continued with a lecture on the Patterns of Gender Role Conflict for Men. This was followed by a movie clip from "Superman III". Individual reported they enjoyed media and felt the session was interesting and challenging. The focus on men's socialization process raised the question of "what happens to men when they lose their power?" This discussion helped group members feel more understanding of their interactions with men. One group member commented on how gender role issues seem so visible at work and in family life as a measure to act out stereotypic male and female roles.

The afternoon session focused on women's socialization process. Group members voiced appreciation for leader self disclosure during the presentation and felt it increased openness in group member sharing. Group members asked for more small group discussions to have for individual and personal sharing. The afternoon session ended with a clip from "Tootsie" as an example of breaking down the stereotype and getting past them in relationships. Major learnings reported were: Men and women have similar problems in confronting stereotypes, commonality of experiences, increased awareness of how relationships affect who we are, self-disclosure is powerful and freeing, how the patterns of gender role conflict cause confusion and pain.

Day 4 - Tuesday, 1986

After checking in with the group members, we gained reentry momentum by discussing life cycle issues, gender role transitions, and breaking into five smaller groups to list "How to Make Male-Female Relationships Functional and Nonviolent Around Gender Role Issues." The groups spent time processing, discussing and making lists which they brought back to the larger group. Some conflict arose from this exercise. First, there were some hurt feelings because one group was two members shy of their assigned group number. One member of that group experienced this as a personal rejection. Secondly, one of the five groups took that time to discuss and critique the large group process expressing later their collective feeling that a deeper level of intimacy could be achieved if some group members would open up and share more intimately. Both conflicts raised feelings and a discussion about the course's and students' expectations. This larger group discussion of the conflict extended into the afternoon session. The discussion alienated some group members.

During the afternoon session the conflict became focused on a verbal group member. Some group members labeled her as causing the lack of intimacy. The group facilitators stepped in and cautioned group members about scapegoating any individual member as to blame for the conflict. Resolution resulted in group members discussing individual differences in style, expectations, disciplines and age generations. This conflict highlighted life cycle differences in terms of gender role conflict and the acknowledgement of differences lessened the previous expectation for one level of intimacy and integration from group members with very different backgrounds and agendas.

Major learnings reported were: increased awareness of processing conflict in a group context, the importance of listening to others, group process issues. Individuals responded positively to media and expressed confidence in leaders' ability to handle and plan for diverse group member needs.

Day 5 - Wednesday, 1986

The topic for the morning session was family relations as a powerful socializing factor in people's lives. The lectures touched on violence in families and illustrated its powerful effect in the life of Marvin Gay. The morning session ended with a video clip from "Ordinary People" highlighting family relations as having a powerful impact on the emotional development and identity of family members.

The afternoon session focused on father-daughter relationships and ended with a video clip from "On Golden Pond." Most group members self disclosed after the media, recognizing how the movie clip pointed out effects of family socialization. However, some group members objected to the degree of self disclosure they experienced. The afternoon session ended with small group discussion of each person's family dynamics.

Major learnings focused on the importance of good communication between men and women in relationships, how important the concept of power is in relationships. Group members reported feeling motivated to improve familial relationships to be more functional. Overall, there was a positive response to the format used -- especially to the media utilized to highlight family relationships.

Group members were asked to take home and complete a Gender Role Devaluation and Restriction Analysis Worksheet. We told group members we would review these in the morning session on the following day.

Day 6 - Thursday, 1986

The day opened with a review of Gender Role Devaluation and Restriction which was highlighted by a review of the questionnaire distributed the preceding afternoon. We then handed out "Action Plans" as an impetus to discuss where group members were to go from here personally, professionally and politically in regard to gender role conflict, as it touched their lives. We also discussed the action plans, closure and reentry issues for group members. Group members then filled out the 31 item evaluation questionnaire and course evaluation form. We broke for a community lunch and then resumed in the large group to gain closure, summarize the workshop experience and say goodbye.

Some group members expressed difficulty in ending the experience while others expressed relief due to the intensity of the six days. Group members requested a reunion 3 months following the end of the workshop which was planned prior to the end of the day. Group members reported that it was helpful for them to focus on what they would do with their learnings following the end of the workshop through the action plan activity.

APPENDIX F

Verbatim Comments from One-Month Follow-Up of Workshop Members

PERSONAL STATEMENTS

(1) "I am okay on the journey."

(2) "It is okay for me to keep all of my characteristics."

(3) "I obtained a road map of the journey process."

(4) "I found that self disclosure decreased by anxiety rather than increased it."

(5) "I found beneath the layers of protective coating is a wounded young boy."

(6) "We must end sexist brainwashing."

(7) "My anger at and devaluation of men results from being hurt and confined by them."

(8) "I learned why I have so much anger (self destructive anger)."

(9) "I remembered how I 'dumbed down' in college."

(10) "I thought that I was the only one and that these issues were affecting me alone."

(11) "I recognized that I've had concrete walls around my heart."

(12) "I learned how I have been swallowed up in despair."

(13) "I now don't feel helpless in doing something with my life."

(14) "I am now looking for more effective ways to intervene that is not angry."

(15) "I am relearning and challenging parts of my inner self and value system."

(16) "I feel a restlessness to feel at peace."

(17) "I looked at myself and the self protective devices I've constructed to keep from growing in relationships."

(18) "I have ventured from safe to unknown territory."

(19) "I've learned how to constructively deal with anger."

(20) "I feel less self-centered."

(21) "I found another dimension of myself."

(22) "I captured my sense of alienation from other men."

(23) "I can forgive myself. I feel less discouraged."

(24) "I feel more in touch with aspects of myself that I masked or controlled. I have reestablished contact with my more feminine-emotional side."

(25) "How wounded I am and was. How deep the pain was for me. How I need to show sensitivity and loosen control."

(26) "I learned that my anger hides in a lot of fear and pain. I learned my intense emotion about gender role conflict inhibits me from communicating my thoughts effectively to significant others."

(27) "I am more in touch with the power of vulnerability -- more willing to be vulnerable."

(28) "The workshop has made permanent changes in my life and my world view."

(29) "I am more convinced that my journey and all journies must be taken."

(30) "I have revaluated my socialization process."

(31) "I have some more answers to my own puzzle."

(32) "The experience has instilled me with strength to be more active and verbal in working against sexism."

(33) "Personally, I became acutely aware of pain hidden deep within me from my father's socialization and expectancies. I have much healing ahead."

(34) "Personally, the workshop was both a painful and joyful experience."

(35) "I found that I have been suffering in silence."

(36) "If you can't feel pain, you can't feel anything."

(37) "Who says solitary voices are weak opponents."

STATEMENTS ABOUT THE GROUP OR GROUP

DYNAMICS DURING THE WORKSHOP

(1) "Gave me an opportunity to support others in their struggle."

(2) "Opportunity to try out my ideas and get feedback gave me strength."

(3) "I got a chance to let down, be re[illegible] sensitive, emotional, and appreciated and valued for it."

(4) "I experienced a strong sense of community."

(5) "I felt supported, encouraged, and strengthened."

(6) "It was gratifying to share information and reactions with others who understood what I was feeling."

(7) "I felt a tremendous sense of loss as I tried to reenter a normal life. What impressed me was the unquestioning, unwavering acceptance each member had for the other."

(8) "Self disclosure decreased rather than increased my anxiety."

(9) "Recognition of the value of friendship."

(10) "How much pain is unresolved and involved in gender role issues. How the workshop can heighten awareness and take one on a rewarding self search."

(11) "How we all can provide a supportive information base for each other. The sense of community from the workshop gave me a shot in the arm."

(12) "Learned how these issues affect so many people's lives besides my own. Also, how others are working these issues through the power of self disclosure."

(13) "Learned how deeply a group can come to depend on one another and share so much."

(14) "Need for a supportive group emotional refueling, creating a supportive environment."

(15) "Remembered the strength and support of the group and gotten some strength to initiate some personal changes."

(16) "I felt enveloped in support."

(17) "The importance of being able to express your thoughts, feelings, and emotions."

(18) "The pain each and every one of us has experienced in the name of socialization -- united us all."

(19) "The intensity of these issues for most people."

(20) "The seriousness of gender role conflict as it exists in our society today."

(21) "The workshop reduced the consequence of sexist injury."

(22) "It was a wonderful, emotional, painful experience for me."

(23) "I feel reborn, like I've been through childbirth."

(24) "I felt permission to feel a range of emotion; free to be myself."

(25) "How wounded others will be and are. How far we have to go. How difficult it will be to do."

(26) "The workshop opened up my eyes and heart to gender role conflict."

(27) "I changed my life -- for the best."

(28) "I very much enjoyed the experience even though I had to deal with a great amount of pain."

(29) "It was inspiring, an opportunity to work on my issues, it gave me strength."

(30) "The workshop gave me greater insight into my own feelings."

(31) "It helped put gender role issues into perspective in my life."

(32) "It's okay to cry, it's a sign of strength."

HOW THE WORKSHOP HAS AFFECTED THE MEMBER

INTERPERSONALLY OR THEIR INTERPERSONAL PROCESS WITH OTHERS?

(1) "The workshop helped me understand better why I react to women and men the way I do."

(2) "The workshop reaffirmed the limits I feel I will tolerate in a sexist job situation."

(3) "Helped me get in touch with how personal experiences, thoughts, and feelings influence my angry actions, thoughts, and feelings towards men."

(4) "Helped me become more sensitive to men's gender role conflict and how I devalue and restrict both men and women."

(5) "Intensive examination of myself in my roles and relationships."

(6) "Understand men as a group better."

(7) "The amount of suppressed fear and wariness toward the opposite sex that exist. The anger at men."

(8) "My anger has diminished towards men. When I speak with men now -- I listen differently and hear so much more."

(9) "Men suffer as much as women from stereotyping and gender role conflict."

(10) "I've learned my dislike for women stems from socialization growing up as a child, as well as my fear of being a victim. If I don't associate with victims, somehow I will escape experiencing being one. I realize how wrong that thinking is."

(11) "I have softened my approach in viewing others adherence to traditional roles."

(12) "I have increased my sensitivity to how both sexes are hurt."

(13) "Men and women have the same needs, desires, and concerns."

(14) "It helped me reduce the guilt that I felt about having a little girl that is feminine. The workshop helped me realize that it is okay to be feminine."

(15) "It made me think about all the experiences I've missed by not having a father."

(16) "It affected my relationship with my family, especially my wife."

(17) "I learned what happens when men lose their power."

APPENDIX G

Structured Activities Used During Workshop

(1) Guided Imagery Summary

(2) Assessing Sex Differences

(3) Assumptions About Sexes Task

(4) Gender Role Conflict Inventory

(5) How to Make Male-Female Relationships Functional and Non-Violent Around Gender Roles

(6) Gender Role Devaluation and Restriction Analysis

(7) Action Plan Regarding the Workshop on Gender Role Conflict

EPSY 311
Dr. O'Neil

GUIDED IMAGERY SUMMARY

Below, specify throughts, feelings, images, and ideas that emerged during your guided imagery.

Dr. O'Neil
EPSY 311
Summer, 1986

ASSESSING SEX DIFFERENCES

Below, check how men and women differ on the following parameters, using the scale:

Parameters	Do Not Differ Greatly 1	2	3	Unsure 4	5	6	Differ Greatly 7
(1) Emotionality	___	___	___	___	___	___	___
(2) Verbal Abilities	___	___	___	___	___	___	___
(3) Assertiveness	___	___	___	___	___	___	___
(4) Child Care	___	___	___	___	___	___	___
(5) Dominance	___	___	___	___	___	___	___
(6) Cognitive Processing	___	___	___	___	___	___	___
(7) Fear	___	___	___	___	___	___	___
(8) Anxiety	___	___	___	___	___	___	___
(9) Compliance	___	___	___	___	___	___	___
(10) Timidity	___	___	___	___	___	___	___
(11) Nurturance	___	___	___	___	___	___	___
(12) Anxiety	___	___	___	___	___	___	___
(13) Activity Level	___	___	___	___	___	___	___
(14) Task Orientation	___	___	___	___	___	___	___
(15) Competitiveness	___	___	___	___	___	___	___
(16) Visual-Spatial Abilities	___	___	___	___	___	___	___
(17) Mathematical Skills	___	___	___	___	___	___	___
(18) Communication Style	___	___	___	___	___	___	___
(19) Self Esteem	___	___	___	___	___	___	___
(20) Interpersonal Skills	___	___	___	___	___	___	___

Dr. J. O'Neil

ASSUMPTIONS ABOUT THE SEXES TASK

WOMEN: (1) List common assumptions of women in general on newsprint.

(2) List common assumptions of men in general on newsprint.

Use adjectives and brief phrases to list assumptions of the sexes in questions 1 and 2. Possible areas of characteristics could be: (1) physical characteristics; (2) emotions; (3) family roles; (4) achievement; (5) communications; (6) work roles; (7) sexuality; (8) skills, (9) miscellaneous. Please list all assumptions to make your list comprehensive and complete.

Begin your list in the space below and then share it with the group. A recorder should be appointed who will write all assumptions on newsprint.

GENDER ROLE CONFLICT INVENTORY

DEFINITIONS:

Restrictive Emotionality - having difficulty expressing one's own feelings or denying others their rights to emotional expressiveness.

Homophobia - having fears of homosexuals or fear of being a homosexual including beliefs, myths, and stereotypes about gay people.

Control - to regulate, restrain, or to have others or situations under one's command.

Power - to obtain authority, influence, or ascendancy over others.

Competition - striving against others to win or gain something.

Restricted Sexual and Affectionate Behavior - having limited ways of expressing one's sexuality and affection to others.

Obsession with Achievement and Success - having a disturbing and persistent preoccupation with work, accomplishment and eminence as a means of substantiating and demonstrating value.

Health Care Problems - having difficulties maintaining positive health care in terms of diet, exercise, relaxation, stress, and a healthy life style.

(1) To what extent do you think the following patterns of gender role conflict affect men in their relationships with other men and women?

	Very Much	Much	Some	A Little	None	Unsure
1. Restrictive Emotionality	___	___	___	___	___	___
2. Homophobia	___	___	___	___	___	___
3. Control	___	___	___	___	___	___
4. Power	___	___	___	___	___	___
5. Competition	___	___	___	___	___	___
6. Restrictive sexual and affectionate behavior.	___	___	___	___	___	___
7. Obsession with Achievement and Success	___	___	___	___	___	___
8. Health Care Problems	___	___	___	___	___	___

(2) To what extent do the following patterns of gender role conflict affect you as a man or woman?

	Very Much	Much	Some	A Little	None	Unsure
1. Restrictive Emotionality	___	___	___	___	___	___
2. Homophobia	___	___	___	___	___	___
3. Control	___	___	___	___	___	___
4. Power	___	___	___	___	___	___
5. Competition	___	___	___	___	___	___
6. Restrictive sexual and affectionate behavior.	___	___	___	___	___	___
7. Obsession with Achievement and Success.	___	___	___	___	___	___
8. Health Care Problems	___	___	___	___	___	___

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

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O'Neil, J. M., Helms, B., Gable, R., David, L., & Wrightsman, L. (1986). Gender role conflict scale (GRCS): College men's fear of femininity. Sex Roles, 14, 5/6, 335-350.

HOW TO MAKE MALE-FEMALE RELATIONSHIPS FUNCTIONAL AND NON-VIOLENT AROUND GENDER ROLES

Please list specific suggestions on how to make male-female relationships better in the context of the workshop's themes as well as your own ideas.

(1)

(2)

(3)

(4)

(5)

(6)

GENDER ROLE DEVALUATION AND RESTRICTION ANALYSIS

Take a few minutes to recall past and present interpersonal relationships with the opposite sex. Isolate those relationships that have been important to you and where you might have felt devalued or restricted. Using the following definitions, respond to the two questions below:

Gender Role Devaluations - Experienced when people negatively critique themselves or others because of deviation from stereotypic notions of masculinity and femininity resulting in lessening of status, stature, or positive regard.

Gender Role Restrictions - Experienced when people confine themselves or others within certain gender role norms or stereotypes of masculinity and femininity resulting in limitations on personal rights or potential.

1. What particular gender role devaluations have you experienced in your interpersonal relationships with the opposite sex?

2. What gender role restrictions have you experienced in your interpersonal relationships with the opposite sex?

Name _____

ACTION PLAN REGARDING THE WORKSHOP ON GENDER ROLE CONFLICT

Please list goals related to the workshop to be accomplished over the next three months (July, August, September) in the following areas:

PERSONAL GOALS RELATED TO GENDER ROLE CONFLICT

PROFESSIONAL GOALS RELATED TO GENDER ROLE CONFLICT

POLITICAL GOALS RELATED TO GENDER ROLE CONFLICT

What do you need to do or what can others do to bring closure to the workshop, find transition from the workshop, and integrate the workshop with lovers, friends, and family members?